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ABSTRACT

This career planning handbook is intended to help North Dakota high school students and their parents use all available career planning activities as they determine postsecondary objectives. The document includes 12 sections as follows: (1) career direction; (2) understanding self; (3) career awareness; (4) decision making, including making one's planning easier, study skills, and study skills worksheets; (5) model guidance programs; (6) time guides for grades 8-12; (7) career choices arranged by school departments, including common job characteristics and requirements, visual and performing arts, business, marketing, distributive education, foreign language, home economics, industrial arts, language arts, mathematics, music, physical education, science, social studies, suggested course outlines, a tentative 4-year plan worksheet, and keeping career choices open; (8) career planning references; (9) financial aid; (10) information on new college requirements, correspondence schools, college classes while in high school, what to look for in a campus visit, what to look for in a school catalog, and vocabulary; (11) occupational outlook, including the shape of the labor force and projected growth; and (12) jobs, including a map of job service offices, federal jobs, apprenticeship programs, military, job search worksheet, interview tips, letter of application, and an outline for a resume. (CML)

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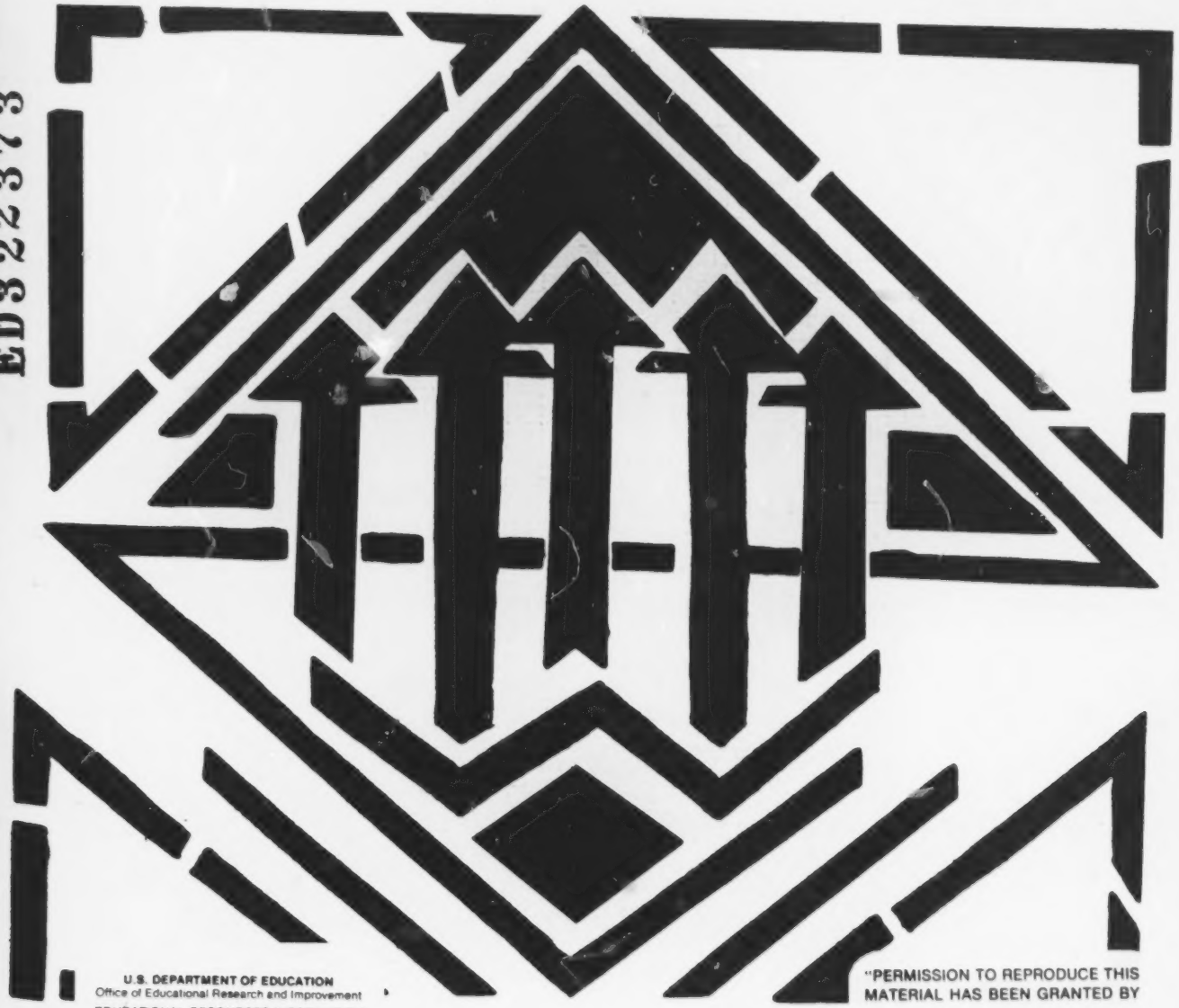
A CAREER GUIDE



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FOR

STUDENTS AND PARENTS

CE055535

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IMPORTANT

This booklet will be a valuable reference for students as they pursue their high school career. It should, therefore, be retained as an important source of information.

Dear Students:

There are many important decisions facing you on your career journey concerning your education.

In order to keep your career options open, you need to understand your choices. Without options, many people have found themselves trapped into going in a single direction.

As you make these choices, take advantage of whatever help and guidance is available.

A good place to begin is with this handbook. It has been designed for you and your needs.

Dear Parents:

You and your son/daughter are going to be faced with many decisions in the next few years.

Your time and effort in helping your son/daughter with these choices for life will be made easier with the use of this handbook. It has been designed for student and parent use, together with the assistance of school counselors, teachers and principals.

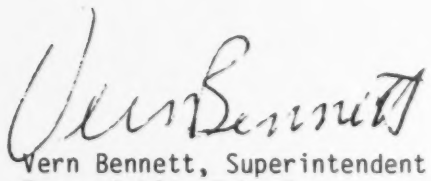
FOREWORD

This career planning handbook has been developed by the Fargo Public Schools, Fargo, North Dakota, through a grant from the North Dakota State Advisory Council for Vocational Education.

The purpose of the grant was to develop a model career planning guide which could be used by parents, working with counselors, teachers and administrators, to help high school students effectively utilize all available career planning activities as they determine postsecondary objectives whether they be college, the military, vocational school or fulltime employment.

Every administrator and counselor in the secondary schools of North Dakota will receive a copy of the handbook. Individual school districts are encouraged to modify the handbook in any way necessary to suit their particular needs.

It is our hope the handbook will offer parents new insight into the many options and resources available to their high school students as together, parents, school officials and students chart the course of the future.



Vern Bennett, Superintendent
Fargo Public Schools

ACKNOWLEDGEMENTS

This handbook was funded as a project of the NORTH DAKOTA STATE ADVISORY COUNCIL FOR VOCATIONAL EDUCATION. A limited supply of additional booklets is available at no charge. Contact the North Dakota State Advisory Council.

The Advisory Council was established in 1969 by federal legislation and is funded with federal monies. It is independent and separate from the North Dakota State Board for Vocational Education. The 27 members are appointed by the Governor of North Dakota and represent the categories of business, industry, labor, education, state government, groups with special needs, and the general public. They are concerned and interested persons who want quality vocational education for the youth and adults in North Dakota.

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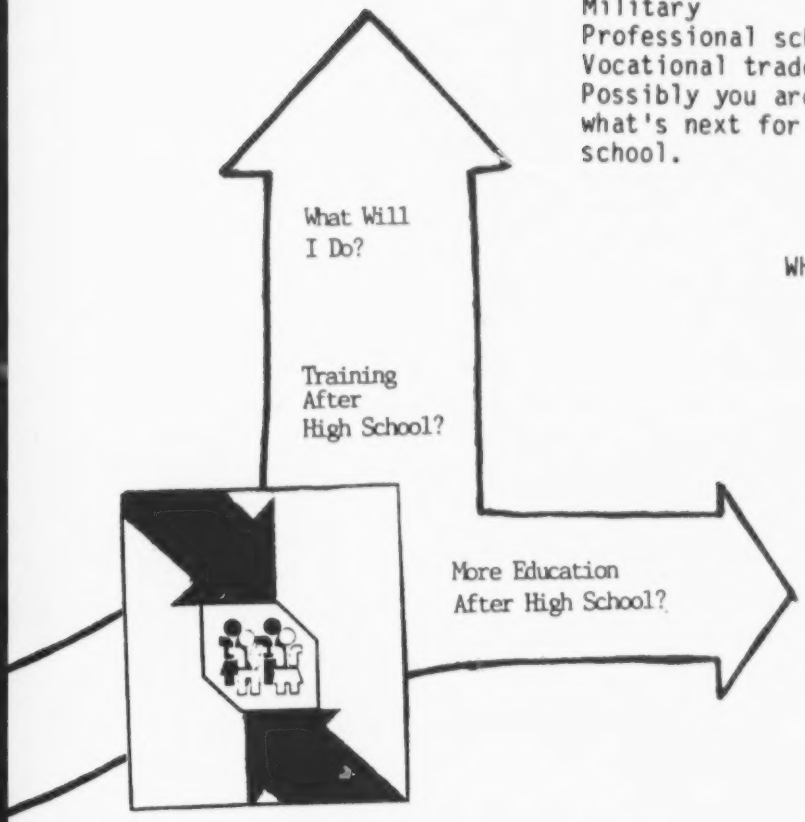
Career Guide
for
Students & Parents

Career Direction

The chart begins at the 8th grade. Even if you are at a different grade level, you might want to start here to see where you have been. There are many ways to get to your career choice, even if you do not know for sure what your career choice is at this point. One thing is almost certain - no matter what else you do, you are going to have to work! School is your task right now to prepare yourself for your career. Keep your choices (options) open!

Where are you on the chart?

Graduate from high school _____
Go to college _____
Get a job _____
Apprenticeship program _____
Military _____
Professional schools _____
Vocational trade schools _____
Possibly you are not sure yet what's next for you after high school.



WHERE WILL I LIVE?

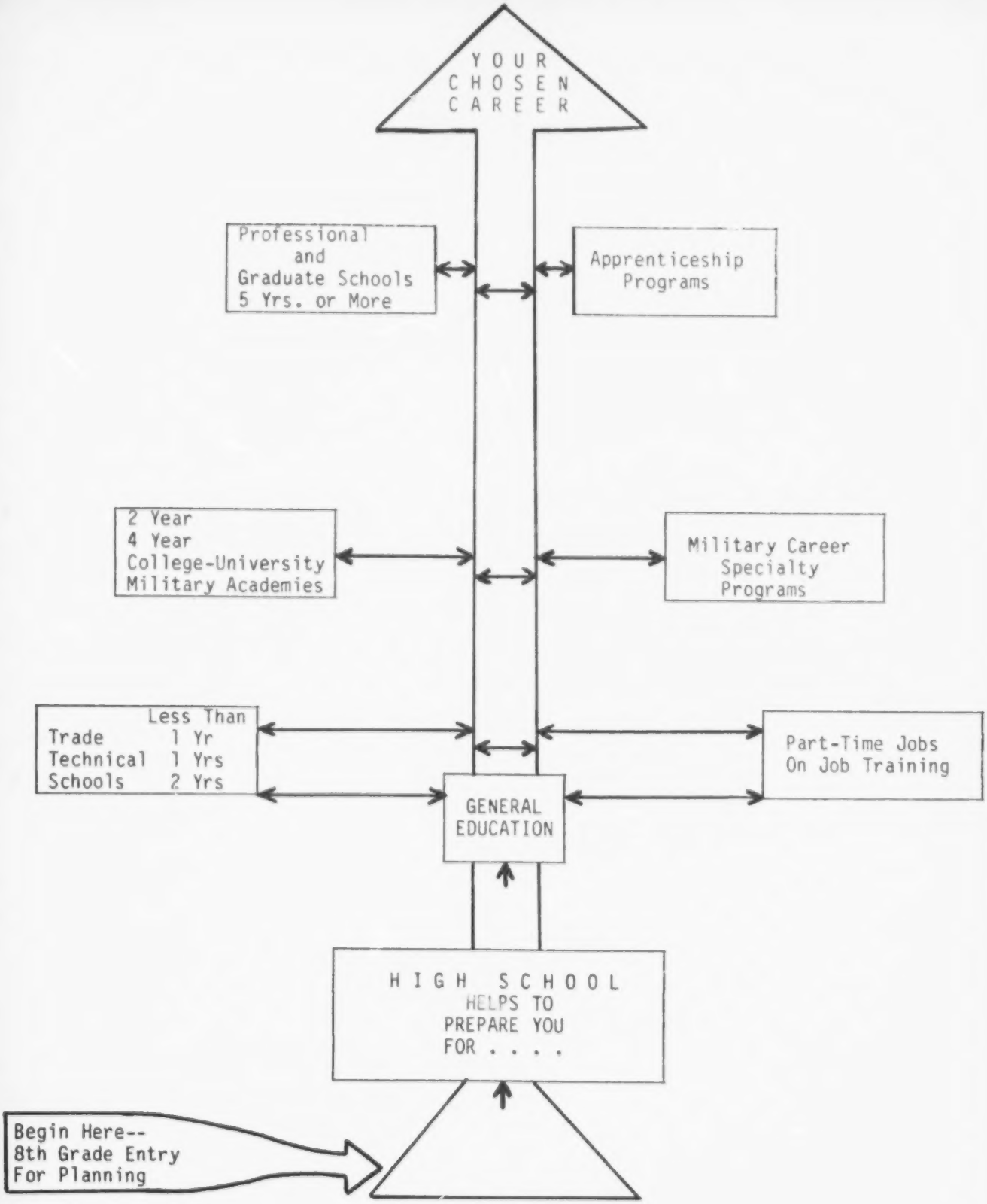
WHAT TRAINING WILL I NEED?

DO I WANT TO GO TO COLLEGE?

WHAT ABOUT MARRIAGE AND A FAMILY?

WHAT ABOUT MILITARY SERVICE?

Don't be afraid to ask for assistance. Planning for your future is most effective when your plans include a widely based education. Right now stay flexible. You don't have to decide for sure what you want to do today or even by the time you finish high school, but when you have a choice of courses, pick those that will widen your background. Spend some time looking at your interests and activities you like. Be prepared for a career direction. A well-rounded education in combination with special skills is required in many careers.


YOUR CHOSEN CAREER
Professional and Graduate Schools 5 Yrs. or More
Apprenticeship Programs
2 Year
4 Year
College-University
Military Academies
Military Career Specialty Programs
Less Than
Trade 1 Yr
Technical 1 Yrs
Schools 2 Yrs
Part-Time Jobs On Job Training
GENERAL EDUCATION
HIGH SCHOOL HELPS TO PREPARE YOU FOR . . . .
Begin Here--
8th Grade Entry
For Planning

UNDERSTANDING SELF

You are a unique individual, with individual preferences and tastes. School subjects and activities that are of interest to other people might not be right for you. Try to determine what you really like and dislike.

In order for you to find out why you feel the way you do, you must thoroughly investigate your likes and dislikes. Possibly, what you like to do is what you have the most success with!

A possible starting point leading to personal understanding could involve an assessment of your school subjects: What courses do you like or dislike? Do you have more success with subject areas like math, or are you more comfortable with subjects which require information gathering and evaluation of ideas in order to reach a conclusion?

What are your extracurricular interests and/or hobbies?

1. Do you choose to be outdoors when engaging in a hobby or activity of interest?

2. Do you prefer to be alone?

3. Do you choose to work with ideas rather than objects?

4. Do you mind mental pressure to accomplish or reach a goal?

5. Do you like to compete in sports?

6. Do you like team sports or sports in which you depend upon no one for support?

After you have answered these questions, you may next want to define your personal frame of reference or feelings relative to your values and interests. In other words, what things do you feel are really important in life? Try to define your favorite interests. What do you like to do without pressure from friends, teachers or parents?

Three ways you may determine an assessment of your interests would be:

1. Through expressed verbal claims by you of a specific interest in something (what you say you enjoy doing).

2. Interest displayed by you through actions and participation.

3. Inventoried interests based upon your responses to a set of questions concerning likes and dislikes.

A few of the popular instruments your school counselor may provide for you to gain more knowledge of yourself are:

1. Strong Vocational Interest Blank

2. Kuder Preference Record

3. ACT-Career Planning Program

4. General Aptitude Test Battery

5. California Occupational Preference System

What are your abilities and aptitudes? Aptitudes can be defined as specific capacities and abilities required of an individual in order to learn or adequately perform a task or job duty. Simply, in what areas can you perform comfortably and effectively? One source for answering this question is your state's employment service, which, with the assistance of your school counselor, can administer the General Aptitude Test Battery. This test measures aptitudes found important in job success. The nine aptitudes included on this test are:

G - Intelligence	S - Spatial	K - Motor Coordination
V - Verbal	P - Form Perception	F - Finger Dexterity
N - Numerical	Q - Clerical Perception	M - Manual Dexterity

Your school counselor will be able to provide you with a further explanation and clarification of this testing instrument if you seek more information.

School sponsored achievement testing is an additional avenue for you to explore to determine your personal strengths and weaknesses academically.

You may next want to determine if you possess any special talents or skills. Ask yourself these questions: Do you have talents which your classmates might not have; skills which come easily to you? What experience do you have that might be helpful to you in understanding and selecting a career and also could be of interest to a prospective employer? How do you get along with other people? Are you quiet and shy or are you outgoing? How do you interact with friends, classmates, teachers and family?

LOOK CLOSELY--FREQUENTLY WE HAVE A TENDENCY TO OVERLOOK OUR VERY SPECIAL TALENTS!

CAREER CHOICE IS NOT AN EVENT THAT JUST HAPPENS! It is a continuing process that has already begun for you in varying degrees. We are attempting to display for you that career choice can be carefully calculated and planned for. This process involves understanding yourself; learning about your likes, dislikes, goals, values, interests, and abilities.

If you are able to answer a majority of the questions referred to in the above writing, you are now ready to try and fit your profile of interests and aptitudes into an awareness of the many careers suitable for you.

CAREER AWARENESS

A few of the basic resources for anyone involved in the career development process would include the Occupational Outlook Handbook, Guide for Occupational Exploration, Dictionary of Occupational Titles, and the General Aptitude Test Battery, which will all assist you in the career awareness process.

There are a number of mechanized career awareness systems which use microfilm, reader and printer for the delivery of career information.

There are also a number of useful computerized systems that have been developed and are in operation in school career resource centers. Along with the above mentioned sources, the computer provides responses such as the nature of various careers; the abilities required for the particular career of interest; the preparation required of you for the career; the earnings you would receive; the working conditions; a list of training facilities and colleges; and financial assistance opportunities and costs that best fit your stated specifications.

A program called Mission Possible or Job Shadowing is being used in some school districts. It is designed to help students gain an insight into their career interest areas. The philosophy is that the best way to gain this insight is to visit the career you are interested in and to talk with people already employed in that field. The knowledge and awareness gained will come primarily from the questions you ask about your career area. This process can be relatively simple, such as your parents contacting a person in a career area you are interested in and making an appointment, or an elaborate one based within your school. Your guidance counselor may already have a plan in operation which would include:

1. A file of people in various career areas that are willing to participate

2. A list of possible questions you may have about your career area

3. A follow-up

The follow-up time after your visit is very important. You will then be able to discuss what you have observed with your counselor and receive additional materials to aid your career exploration.

The above mentioned processes can assist you on your journey to career awareness. Any assisance that you may need in this process can be

obtained from your school counselor/principal. Your school, no doubt, will have indexes in its career resource center listing and providing materials related directly to occupations.

Before attempting to reach a tentative decision regarding your career, remember there are thousands of different types of employment today, many of which did not even exist a generation ago. The occupational situation continues to change rapidly. One fact that will remain constant is that your earnings will be better in the long run, and chances greater if you have more education. Attempt to plan for your entire life and not just the first few years. It is estimated the average American works for about 40 years. This is a lot of time to spend at something you may not enjoy. Therefore, plan carefully, search out your interests and aptitudes, and accurately determine how you relate to the world of work.

DO NOT GET YOUR SCHOOL AND OCCUPATIONAL INFORMATION FROM OUTDATED SOURCES!

DECISION MAKING

Whether you are just beginning your high school course selections, or thinking about what you will do after high school, the planning, choices, and hard work are still ahead of you.

Chances are you are both excited and confused about choosing your courses; a career; what training after high school; and what jobs are for you? Relax! Many young people are not truly aware of the values they have. Because they are not living according to a personal set of values, many are confused about what they really want out of life and what to do with their lives. We are constantly reminded of the large number of Americans who are unhappy or feel unfulfilled in their jobs.

Before you can live according to a set of values, you have to establish them through knowing yourself and what you have gained from former experiences. You are encouraged to think about the kind of person you may want to become, and to establish values consistent with that positive image. At some point in your life (the sooner the better), you should consider:

1. Your goals
2. Your talents, aptitudes, and abilities **?**
3. Your leisure time activities
4. What you are taking in high school to prepare you
5. Do you know about the classes or careers you are thinking about?

Ask yourself some further questions: What do you want to be doing a few years from now? How long do you want to go to school? What would you like to do? How do you see yourself? Are you willing to take the responsibility for what you are about to do?

Choices are very important and can be very difficult. The key to decision making is to <u>know yourself</u> and to have information about your choices and alternatives.

You are on this earth for a purpose! You are important! You do count! You have a contribution to make and others are depending on you. Your goals will help you accomplish much more for yourself as well as others. We are all in this world together--we do not exist in isolation of one another. We must work together and help others reach their goals if we are all to reach our goals. Forward movement demands goal-directed people.

We all grow and mature at our own pace. Consequently, as a student, don't be concerned if you are not as far along on your career development decisions as your friends. It is to your advantage to begin planning as soon as possible, particularly your high school course work, so your options will not be limited when you are ready to make a career decision.

It may be easier to follow a suggested list as you make decisions regarding high school classes and your future career. It might be helpful to:

1. Recognize that you do have choices

   This is your right and it is your responsibility to examine your options. There are many people who would like to help you with this. Good places to start are your parents, a guidance counselor, a teacher, or another adult that you respect and look up to.

2. Identify your choices

   Use available data. Review any test information available at your school (interest surveys, aptitudes, abilities). Gather personal information and try to come up with your personal profile. Consider and list all job or career areas that match or interest you.

   If possible, participate in groups that will help with self-appraisal. In the group or with your guidance counselor, check out what feelings or needs you are to try to satisfy--what seems to be happening?

3. Research

   Get all of the information you can. Explore career information. Read about classes--what courses must you take in high school?

4. Narrow the field

   Check out the alternatives. List advantages and disadvantages. Consider what will or could happen. Consider both short and long-term effects of your decision.

5. Make a decision

   Think about the decision in light of your own personal standard--your own goals and philosophy of life. You may then decide for or against the possible decision. If you can't decide, then consider alternative things that will satisfy you and will fit your standards. If possible, discuss your decisions in a group or with a significant person in your life to get feedback and other feelings regarding your decision. Then make the decision and record your plans for one year and, if possible, two, three, or four or more years.

6. Check the results of your decision

   If it hasn't worked, change it in order to reach your goals more effectively. Don't be concerned if you change your plans. Many people do! Good planning will make change easier. Update your yearly plan.

MAKING YOUR PLANNING EASIER

Start becoming familiar with:

1. The Occupational Outlook Handbook found in libraries (both school and public) and counselors' offices. You may even purchase your own copy.

2. College and technical vocational school catalogs found in school libraries and counselors' offices. You may send for your own copy.

3. Don't make all decisions by yourself. Talk with other adults in your life about what's ahead for you.

4. Work out a timetable--with deadlines clearly marked for you to send application forms, dates you mailed letters, replies received, loan deadlines.

5. Keep a file. Have a place where you keep all your information materials about your career planning. This can be a drawer, or a brown bag. But keep it all together.

6. Communicate--talk with your school counselor--make appointments and keep them--give them an idea of what you want to discuss.

7. Need money? Start early looking for additional resources. Consider all choices.

8. Work out a money budget.

9. Check, re-check and triple check your plans. Don't be hesitant about altering or changing plans and goals--but always have a plan.

STUDY SKILLS

Study! If studying bothers you, something is not working right for you! Studying is the key to your success. It doesn't have to be boring and dull. It can be enjoyable, useful and can make you feel better about yourself. It is extremely important that you learn as much as you can during your high school years and after high school so that your career options will be open to you!

The education you will receive in high school and after high school has become very expensive. For example, if you plan to attend a four-year college, it may now cost $20,000 or more. Many young people and their families spend life savings and experience many sacrifices to go through college. A financial investment this large deserves your best. Competition is keen and many times the jobs will go to those who have prepared themselves. That means--study!

Study skills do not come naturally. Most of us have to be taught these skills. The skills are practiced from kindergarten and on, but it is easy to forget or not use the skills we have acquired.

If you are interested in improving your habits in this area, you are on the right track. Considering the following should be helpful:

1. Your goals.

2. Know about yourself--we are all different--where can you study best, are you easily distracted, what time of the day is best for you?

3. Be organized--have what you need to study when you start, have a weekly study schedule.

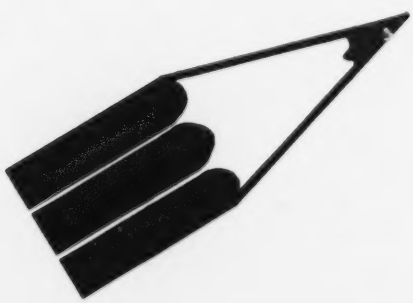
There is a lot of information available which is very helpful and will show in detail--

- how to get an overview
- how to underline
- how to outline
- how to take notes
- how to prepare for tests

Good places to get materials on "how to study" are: libraries, book stores, guidance counselors, and teachers. Remember, everyone has been there--don't be afraid to ask for help or advice.

HOW TO STUDY

1. Read assignments carefully.
2. Review lesson.
3. Find the main ideas.
4. Study headings, pictures, charts, and maps.
5. Take notes in class; write down examples.
6. Go over your notes as soon as possible.
7. Concentrate on work and homework.
8. Recite--"read out loud."
9. Make notes of important dates and other main topics, and repeat several times.
10. In reading material, the first sentence is the key passage.
11. Set a goal for each time you study.
12. Memorizing Tips:
    a. Write down the word or phrase.
    b. Write down the meaning.
    c. Study and have someone quiz you on them.



ASSIGNMENTS

It is usually helpful to have a book in which to keep your assignments. After all, if you don't remember your assignment or don't understand it, you may be preparing for the wrong thing. A small spiral notebook works well, or perhaps you have your own idea. You may decide to design your own and incorporate it on the study schedule sheet suggested on the next page. Professionally designed assignment books are also available in most book stores.

WEEKLY/MONTHLY/YEARLY STUDY SCHEDULE

A study schedule can save you a lot of time and grief. A good idea is to make out a chart at least week by week. Fill in your class obligations and also other meetings or events that you will have. Set your personal goals and block out the times you wish to use as study time. Make a commitment to yourself to do your studying during the times you have selected. Make it your job! Perhaps you would like to design your own study schedule, however, a sample is shown on the next page.

LEARNING HOW TO USE OUR TIME

Time is tricky. There are some people who always have too much. (They are bored.) Others have too little. (They complain because they lack time to do the constructive and truly enjoyable things they want to do.)

High school gives you a chance to learn to use your time efficiently. During high school, your time is partly scheduled, partly free. This fits right in with your teenage need to be partly dependent, partly independent.

Many of your waking hours are scheduled for you with required courses, study assignments, and of course, the requirement just to be at school. But compared with grade school years, you have a wide choice in what you do with a large part of your time.

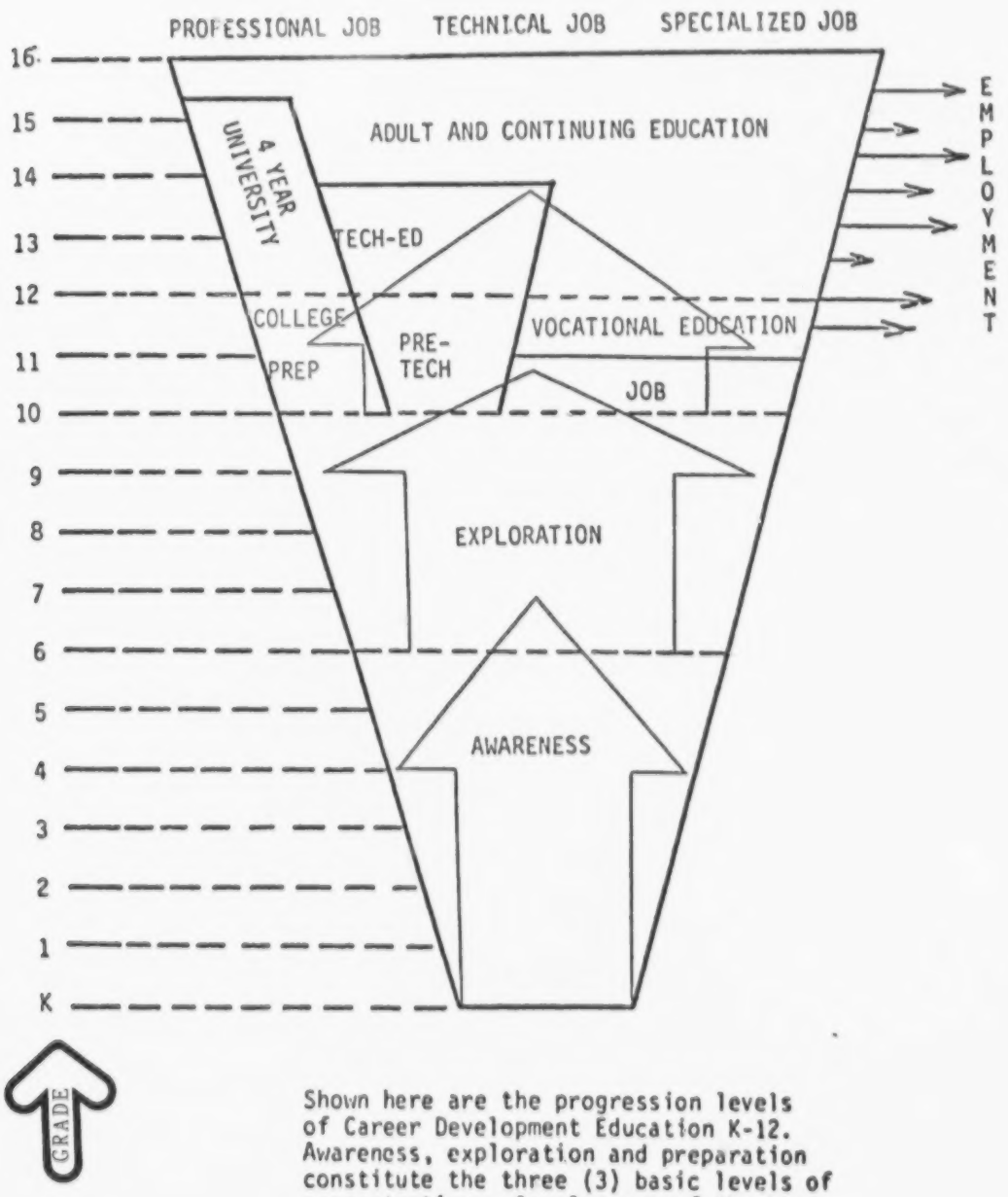
Through extracurricular activities and electives you gradually discover those things you really prefer to do. Spare-time interests acquired by teenagers in school frequently last a lifetime.

SAMPLE WEEKLY STUDY SCHEDULE WORKSHEET

MY TIME CHART FOR THE WEEK OF _____				
	Morning Before School	School Day (9 AM-4 PM)	After School to Dinner	Evening
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Sunday				

COUNSELING AND GUIDANCE CAN HELP TO PROVIDE YOU WITH

A CONCEPTUAL MODEL FOR CAREER EDUCATION

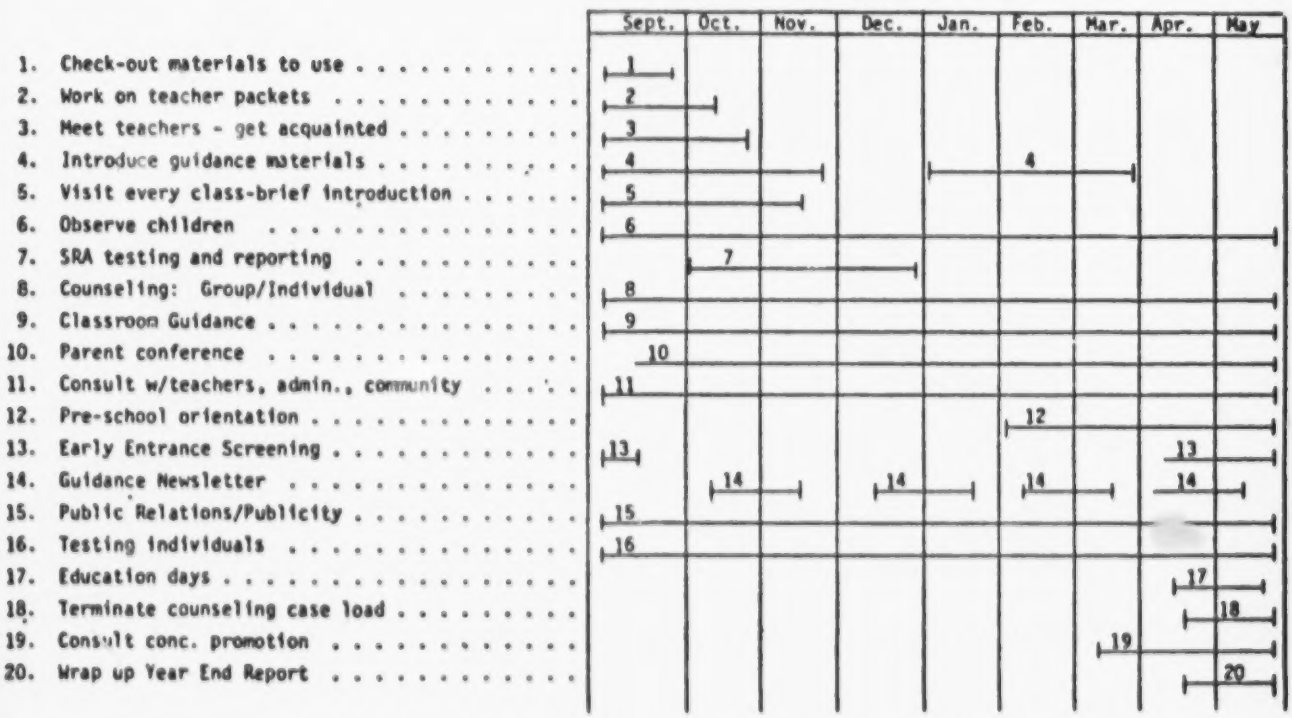


Shown here are the progression levels of Career Development Education K-12. Awareness, exploration and preparation constitute the three (3) basic levels of concentration. Involvement of the home, the school, business/industry/labor and community as a whole are necessary to bring about the development of the career education concept.

ELEMENTARY GUIDANCE

If your school district has an Elementary Guidance Program, there are certain things you should expect to happen during the school year. The elementary guidance counselor, acting as an individual and a consultant, will be completing activities something like those shown in the proposed Elementary Guidance Calendar below.

ELEMENTARY GUIDANCE CALENDAR



PROPOSED 8TH GRADE MODEL PROGRAM

Many career education advocates agree that within the educational structure:

1. (K-6) The elementary school years should focus primarily on career awareness.

2. (7-10) The middle school and junior high years should focus on career exploration.

3. (11-12) The later high school and post-high school years should focus on career preparation.

Thus, the decision stage would overlap and provide the transition between the exploration period and the preparation years. Decision is used here in a developmental sense; the individual gradually clarifies and identifies career objectives over considerable time; very rarely, if ever, is this a brief process.

The career counseling and guidance program for the middle and junior high school resembles and is closely related to those in either the secondary or elementary school; it involves all school personnel and is attuned to the developmental needs of the pupils. There is a heavy emphasis on career exploration, gaining self-identity, and developing good peer-relations. The involvement of parents is especially important; this includes conferences and participation in career educational guidance.

The school counselor provides specialized assistance to students and parents such as individual and group career counseling. However, coordinating career education with the administration and staff is an especially important area. Planning and coordinating the total career educational program is a major responsibility. Special attention, therefore, is on teacher participation and developmental activities, with focus on pupil needs.

There are times when every student may have some difficulty in building a program of study or deciding in which courses to enroll. By organizing and coordinating an efficient Teacher/Advisory Program, the school counselor is able to indirectly advise and make contact with all the students in the school on any appropriate topic within a very short time.

The Teacher/Advisory System is an attempt to organize professional staff in ways to further provide meaningful relationships between adults and students. The staff can be organized and associated with a workable number of

students for which he/she is known as Teacher/Advisor. It is the Teacher/Advisor's goal to work toward positive, productive relationships with these students.

In further describing the Teacher/Advisory System, it could be said that every movement or program has its "leader" and that for the Teacher/Advisory System it is probably the school counselor. The counselor can be a moving and central force in the Teacher/Advisory Program, but he/she does not "use" people; rather, he/she assists in developing them and the program, and as a result uses the teacher's expertise and productivity.

The individual school system will prefer to organize the Teacher/Advisory Program peculiar to its own facilities and needs. However, one system that has proven successful utilizes the 5-minute "homeroom" concept to begin each day. This is expanded twice a month to two consecutive days of 30 minute "Teacher/Advisory" dealing with various topics of career education at the 8th grade level including various phases of standardized testing.

The Teacher/Advisory concept has been developed with large group meetings (where all students from one grade level assemble) and small group discussions (known as advisories). Meeting in a large group by grade level may provide for cohesiveness and class spirit which can enhance the student's feelings about careers and school in general and in addition provide time for consulting guest speakers who can disseminate information on specific areas of careers and vocations to a large number of people at one time.

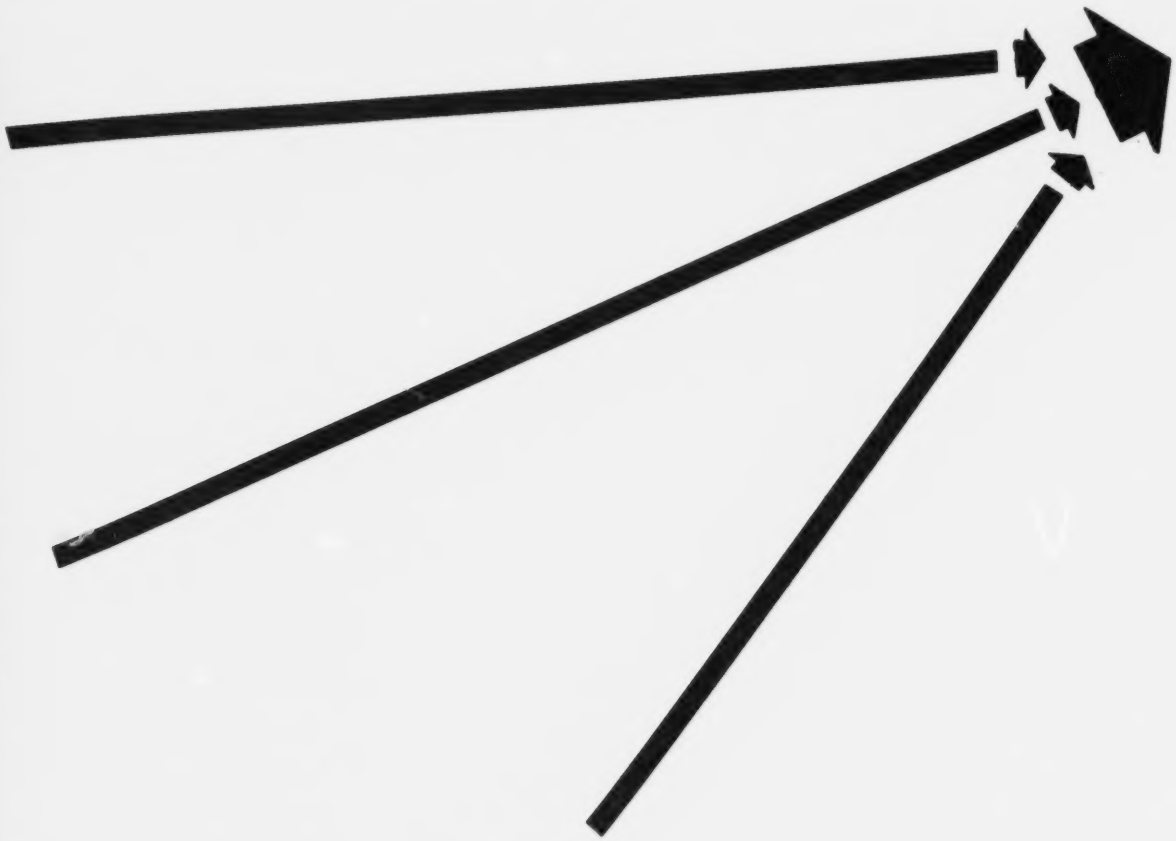
The small group or "advisory" setting provides for an atmosphere of individual discussion centering upon the previous day's large group presentation or a pertinent topic and can be facilitated by the small group's teacher/advisor.

The philosophy used in developing the Teacher/Advisory Program is that students need to focus on a direction, not only in their classrooms, but also in their feelings about school. This is based on the idea that if one knows where he/she is going, he/she is more apt to get there. The career focus is a logical one for schools to use to provide this direction, not just in the sense of job choice, but in the sense of education for life. The word "career" in the term "career guidance" is not interpreted in its narrowest sense by being limited to the educational and occupational choices of youth. Rather, its scope includes individualized planning assistance to help students set "life" or "career" goals in such areas as:

1. Occupations
2. Education
3. Personal and social behavior
4. Study skills
5. Social responsibility
6. Leisure activity selection

At the 8th grade level, career guidance and development can be facilitated with the main objective being the exploration of self and what lies ahead. The objective is not to force the students into selecting a job or career choice, but to awaken them to their many potentials and further opportunities. This could be called the multi-potential approach.

The message to emphasize is that there are more than 20,000 possible careers in America diverse enough to encompass everyone's interests and abilities. Yet 2.5 million young people each year graduate from high school or college with no planned career and with few, if any, marketable skills. It costs over 30 billion dollars to educate them for future potential failure. Career education through the Teacher/Advisory System is one way to efficiently acquaint students with the world of work. Theoretically, this program will enable students to acquire knowledge of the tools of the trade and those of life.



PROPOSED GUIDANCE PLAN FOR HIGH SCHOOL

GRADE 9 AWARENESS	GRADE 10 APPRAISAL	GRADE 11 PLANNING	GRADE 12 ACTION
CAREER PLANNING: Enabling goals for all students			
To develop an awareness of the world of work. To develop career self-perception.	To develop a concept of self in relation to the world of work.	To develop a self organization of work toward the achievement of career goals. To effectively put into practice one's career choice.	To get personal satisfaction from the pursuit of a career. To achieve success in the pursuit of goals.

CAREER PLANNING: OUTCOMES:

1. Students will be knowledgeable about career information. Suggested competencies: 9th graders will be able to:
   a) identify sources and resources of career information.
   b) identify potential careers associated with each school course they are enrolled in.
   c) identify sources for future part-time work.

2. Students will be knowledgeable about their self-career characteristics. Suggested competencies: 9th graders will be able to:
   a) list his/her career abilities, interests, and values.
   b) identify accepted work habits.

3. Students will be knowledgeable about the career planning process. Suggested competencies: 9th graders will be able to:
   a) demonstrate skills in career planning.
   b) identify one or more career options that match his/her self characteristics.
   c) complete a tentative career plan that matches his/her self characteristics.

4. Students will develop knowledge in career information skills, job application and interviewing skills, job seeking skills, and in career planning. Suggested competencies: 10th graders will:
   a) accurately complete an employment application form.
   b) demonstrate acceptable job interviewing skills.
   c) identify 5 or more locations in community for potential employment.
   d) demonstrate skills to locate relevant career information.
   e) explain the career planning process.
   f) have a tentative career plan which includes career cluster, potential jobs, training needed for employment and adequate time allocated for leisure time usage.

PROPOSED GUIDANCE PLAN FOR HIGH SCHOOL

GRADE 9 AWARENESS	GRADE 10 APPRAISAL	GRADE 11 PLANNING	GRADE 12 ACTION

5. Students will develop skills that will facilitate their career plans. Suggested competencies: 11th grade students will:
   a) be in a course of study that meets graduation requirements, his/her stated/measured career interests, skills, and values.
   b) demonstrate job seeking and job maintenance skills.
   c) have a tentative career plan including desired occupation, location of employment, location of home, and location of leisure possibilities.

6. Students will have a career plan that matches self-characteristics with career choices, educational opportunities, and choices for leisure. Suggested competencies: 12th graders will:
   a) have a career plan that correlates self characteristics and desired life style with a way for future training, if necessary.
   b) be able to demonstrate job seeking, interviewing and job keeping skills.
   c) be able to demonstrate adequate school preparation.
   d) be able to name 10 potential locations for work, training needed, and desirable leisure opportunities.

PROPOSED CAREER PLANNING
AWARENESS LEVEL FRESHMAN YEAR

Goal: To develop an awareness of the world of work.

Student Outcome: Students will be knowledgeable about career information.

Competencies	Activity	Responsibility	Aug. - June	Evaluation
a. Identify sources and resources of career information	Orientation to counseling center	Counselor	On Going	
b. Identify careers associated with school courses	Scheduling process: 8th grade testing	Student/Parent/ Counselor/ Teacher/ Administrator	January, February, March	
c. Identify sources for future	Classroom and Community Exploration of career	Student/ Parent/Teacher/ Counselor	On Going	
d. List his/her career abilities, interests, values	Parent/student conferences	Student/ Parent/ Counselor	August	Career Card
e. Career plan	On computer and conference	Student/ Parent/ Counselor/Aides	On Going	Locally devised form

PROPOSED CAREER PLANNING APPRAISAL LEVEL SOPHOMORE YEAR

Goal: To develop a concept of self in relation to the world of work.

Student Outcome: Students will develop knowledge in career information skills, job applications, interviewing skills, job seeking skills, and in career planning.

Competencies	Activity	Responsibility	Aug. - June	Evaluation
10th Grade students will be able to:				
a. Complete an employment application	In classes	Teacher	On Going	Locally designed
b. Demonstrate acceptable job interviewing skills	In classes	Teacher	On Going	Locally designed
c. Identify 5 job locations	Career Center	Counselor	On Going	Locally designed
d. Know how to locate relevant career information	Orientation to counseling center; GATB testing	Counselor/ Aides	Sept. - Dec. October	
e. Explain the career planning process	Group counseling from English classes	Counselor	December	Telling Parent
f. Have a tentative career plan	On computer/ career center	Student/ Parent/ Counselor	Jan. - June	Locally designed plan and evaluation for parent and student

PROPOSED GUIDANCE PLAN
PLANNING LEVEL JUNIOR YEAR

Goal: To develop a self organization of work toward the achievement of career goals and to effectively put into practice one's career choice.

Student Outcome: Student will develop skills that will facilitate their career plans.

Competencies	Activity	Responsibility	Aug. - June	Evaluation
Be in a course of study that meets graduation requirements; his/her stated measured career interests, skills, and values	Junior conference Testing and interpretation	Student/ Parent/ Counselor	On Going Jan. - Mar.	CPP (Career Planning Program) ACT assessment Achievement Testing
Have a tentative career plan	Computer Conference	Student/ Parent/ Counselor	On Going	Locally designed evaluation for parent and student

PROPOSED CAREER PLANNING
ACTION LEVEL SENIOR YEAR

Goal: To get personal satisfaction from the pursuit of a career and to achieve success in the pursuit of career goals.

Student Outcome: Students will have a career plan that matches self-characteristics with career choices, educational opportunities, and choices for leisure.

Competencies	Activity	Responsibility	Aug. - June	Evaluation
12th grade will have a career plan that correlates self-characteristics and desired life style with a way for future training if necessary.	Application for graduation	Student/ Parent Counselor	Sept. - Dec.	
	Computer and Occupational View Deck Temperament Check Survey	Student	On Going	Locally designed
Demonstrate adequate school preparation	Testing ASVAB	Counselor	October	
	Classes	Student/Staff	June	Graduation

GOALS AND OBJECTIVES

The long range goal is for students to be aware of their career opportunities, to be able to explore curriculum and career choices and to know where to receive the training and education to meet their occupational goal.

Students are periodically given aptitude and interest tests to help them learn more about themselves. This system helps to put it "all together" for them assisted by both counselor and parent in further exploration.

Tenth grade students take the GATB and Interest Check Survey. Eleventh grade students take the CPP test. Twelfth grade students take the ASVAB. When these test results are returned they can be:

1. Used with student/parent/counselor/career center to correlate information and to tell them where they can get the training/education for their abilities and interests.

2. Placed into the computer "Information System," if possible.

The goal is to have each student feed his interests and stated vocational plans into the system at least once each year, or more, so that students are able to:

1. List their own career characteristics.

2. List their abilities as demonstrated on tests.

3. List their interests.

4. List acceptable work habits.

5. Understand and be knowledgeable about the career planning process.

6. State several personal career options that match his/her characteristics.

7. Compete an application blank for employment.

8. Have a career plan.

9. Identify potential work sites.

T I M E G U I D E F O R Y O U

G R A D E 8

Selecting courses for high school involves keeping options open for later in your life. You may do this by trying to get as many of the three R's into your choice as possible:

English,
Science,
Social Science,
Mathematics,
Foreign Language

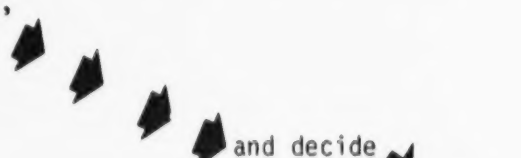
Plan ahead--work out a temporary four-year plan for high school. This plan of yours may change from time to time, but that's what it's all about.

Keep in mind your abilities, interests, and special skills, as well as your personality. But do not be afraid to stretch and exercise your mind by taking courses that will require homework.

Use your test results if you have had some standardizing testing

as you explore,

find out,



and decide

what is available for you.

PROPOSED 9TH GRADE TIME CHART

WHEN	☑	WHAT	HOW
September to December	☐	Review--change your career goals, if necessary.	Consult with parents/ counselor/ teachers
	☐	Take achievement tests and have them interpreted.	Use your counselor/ advisor
	☐	Take interest inventory and have interpreted.	
	☐	Use microcomputer/career center to help you search out information about choices.	School library/ counseling center
February	☐	Attend area career day program.	
March	☐	Review your career choices.	Talk to your parents/ teachers/counselor. They are there for no other reason-- TO HELP YOU!
	☐	Select your tenth grade subjects.	
	☐	Assess your best subjects and your poorest subjects. Try to improve those subjects that need strength- by taking appropriate courses in school.	

PROPOSED 10TH GRADE TIME CHART

WHEN	☑	WHAT	HOW
September to December	☐	Review and adjust career goals and plan.	Talk with parents/ counselors/teachers
	☐	Take GATB/Interest Checklist (General Aptitude Testing Battery) and have it interpreted.	Counselor/principal
	☐	Pull together skills and interests into career choices--use career center and/or microcomputer.	Counselors/career center and/or microcomputer
	☐	Begin to visit with other school admission officers as they visit your school. Ask about their programs and general requirements.	
	☐	Use microcomputer/career center to help help you explore.	
February	☐	Attend area career day program.	
March	☐	Register for Junior year in high school by taking courses which help lead to your career goals but which also leave room for flexibility of choice.	See your counselor, talk to parents and teachers
May to June	☐	Apply for some part-time jobs.	Job Service Newspaper ads
	☐	a) Fill out application blanks.	
	☐	b) Have an interview.	
	☐	c) Apply for social security number if you don't have one.	Local post office
	☐	d) Develop a file of personal references.	Clergyman/teacher/ neighbors/adult friends

PROPOSED 11TH GRADE TIME CHART

WHEN	☑	WHAT	HOW
September to March	☐	Think of your reasons for more education.	Talk with your parents/ counselors/ teachers/ friends
	☐	Attend a college fair in your area.	Student and parents together
	☐	Review your career choices.	
	☐	Do your career choices include college, vocational/technical schools?	
October	☐	Take the PSAT/NMSQT test if you are an average or better than average student.	See your counselor/ principal
	☐	Use microcomputer/career center to help you find information.	Library/ counseling center
October to November	☐	Take a career planning assessment/ achievement testing and interpretation (such as CPP or ITED).	Counselor/ principal/ teachers
January to March	☐	Begin to know your options. Where will I go? What will I study? How much will it cost? What will I study? How much will it cost?	Look at school catalogs, guidebooks for school and careers. Explore on computer, if available.
February	☐	Attend area career day program.	
March to August	☐	Write for school catalogs for specific schools you are considering. Do you have all the information you need? Visit in summer, if possible.	Read brochures, catalogs, discuss, visit with school admission counselor as they visit your schools.
	☐	Plan for your senior year's courses--have conference(s).	Consult parents/ counselors/ teachers
Late April or Early May	☐	Consider taking college placement tests if needed for the schools you are planning on attending. These could be either the American College Test (ACT) or the Scholastic Aptitude Test (SAT-commonly referred to as college boards), Advance Placement.	Register for tests one month in advance of test date. Mail in the registration.

PROPOSED 12TH GRADE TIME CHART

WHEN	☑	WHAT	HOW
September to November	☐	Find out about school placement tests and register for them.	Information about dates and registration packets are in the counseling or principal's office. Mail ONE MONTH IN ADVANCE. BE AWARE OF DEADLINES!
	☐	Apply for graduation if your school requires it.	
	☐	Obtain as much information as you can about schools you are considering attending and narrow your choices to three.	Read catalogs in counselor's office, school library, send for your own. Request cards in counselor's office.
	☐	Visit schools if you have not done so	
	☐	Obtain application forms from schools you are considering.	Local school applications are usually in counselor's office.
	☐	Keep your options open--take the ASVAB (Armed Service Vocational Aptitude Battery).	
	☐	Attend a College Fair in your area.	See counselor or principal for schedule
	☐	Use career center and/or microcomputer to help you search out schools and career information.	Library/ counseling center
December to February	☐	Submit an Application for Admissions and Housing to the schools of your choice. Pay the application fees. Know the school deadline date.	Bring completed application form to school office or mail yourself
	☐	Sign a Release of Information of School Records so your high school transcript may be sent. You must request a transcript to be sent to the school of your choice. This is done through the principal/ counselor's office.	Request from school office. Parent must sign if student is under 18 years.
	☐	Early in January, work with your parents on completion of financial aid forms for money for school.	Obtain FFS (Family Financial Statement) or FAF (Financial Aid Form), Pell Grant from
	☐	ATTENTION PARENTS--THIS MEANS HAVING INCOME TAX FORMS PREPARED EARLY IN JANUARY. ALSO, FILL OUT SCHOOL FINANCIAL AID FORM.	counseling office or school. Mail in Jan.

PROPOSED 12TH GRADE TIME CHART

WHEN	☑	WHAT	HOW
December to February	☐	Take College Board Achievement Tests, if needed.	Register by mailing in form in late Nov. or early Dec.
February	☐	Attend area College Day program.	
	☐	Fill out state scholarship forms and mail in by deadline.	Counselor's office
March to April	☐	Financial aid deadlines are usually anywhere from March 1 to April 15. Be sure your forms are in.	Check school catalog to find out deadlines
	☐	Colleges not on a rolling admission basis will begin their acceptance of your application.	You will receive a letter from the school. You must reply: YES or NO!
	☐	Remit any deposits required.	Confer with parents, counselor, financial aid admission officers
	☐	Notify other schools you applied at of your decision.	
	☐	Tell your counselor of your choice.	
May	☐	Take AP/CLEP tests.	See your counselor. Plan ahead for these!
	☐	Request a final transcript of your school record sent to the school of your choice.	From high school office
	☐	If you are going to a Minnesota school, understand the reciprocity agreement between North Dakota and Minnesota.	Your reciprocity forms are mailed in. Forms should be sent to you from the school you attend.
	☐	SAT/Achievement tests are usually given in November, December, late January, March, May and June.	Mail to Bismarck
	☐	ACT tests are usually given in October, December, February, April and June.	
	☐	BOTH REQUIRE ONE MONTH ADVANCE REGISTRATION.	

C H O I C E S

The materials which follow describe some educational and career possibilities related to courses offered in high school. The usual ninth grade courses are found in the center of the target, related high school offerings in the outer ring and the career possibilities on the outside of the circle. You may find these targets helpful when used with other materials provided.

The Area and Work Arrangement diagrams are also used to assist you in the classifying of career choices as outlined in the Guide for Occupational Exploration. If you will check the guide you will find many more job choices with helpful information, such as job qualifications and education.

NOTE: (The courses shown in the circles are those used by the Fargo Public School District and in no way are meant to be the only curriculum model. The individual schools should insert their own courses as offered in their districts.)

1. Artistic

2. Scientific

Plants & 3. Animals

4. Protective

5. Mechanical

6. Industrial

Business 7. Detail

8. Selling

9. Accommodating

10. Humanitarian

Leading - 11. Influencing

Physical 12. Performing

COMMON JOB CHARACTERISTICS AND REQUIREMENTS

1. High school degree - high school diploma generally required.
2. Technical school or apprenticeship - some form of non-degree post high school training required.
3. Junior college - requires Associate in Arts degree. (2 year)
4. College degree - requires at least a bachelor's degree. (4 year)
5. Jobs widely scattered - jobs that are located in most areas of the United States.
6. Jobs concentrated in localities - jobs that are highly concentrated in one or a few geographical locations.
7. Work with things - job generally requires manual skills.
8. Work with ideas - uses one's intellect to solve problems.
9. Help people - assists people in a helping relationship.
10. Work with people - job generally requires pleasing personality and ability to get along with others.
11. Able to see physical results of work - work produces a tangible product.
12. Opportunity for self-expression - freedom to use one's own ideas.
13. Work as part of a team - interacts with fellow employees in performing work.
14. Work independently - requires initiative, self-discipline, and the ability to organize.
15. Work is closely supervised - job performance and work standards controlled by supervisor.
16. Direct activities of others - work entails supervisory responsibilities.
17. Generally confined to work area - physically located at one work setting.

18. Overtime or shift work required - work hours other than normal daytime shifts.

19. Explosed to weather conditions - work outside or is subjected to temperature extremes.

20. High level of responsibility - requires making key decisions involving property, finances, or human safety and welfare.

21. Requires physical stamina - must be in physical condition for continued lifting, standing, and walking.

22. Work with details - work with technical data, numbers, or written materials on a continuous basis.

23. Repetitious work - perform the same task on a continuing basis.

24. Motivate others - must be able to influence others.

25. Competitive - compete with other people on the job for recognition and advancement.

SOME EDUCATIONAL OPPORTUNITIES AND CAREER POSSIBILITIES UTILIZING

THE ARTS:

VISUAL AND PERFORMING

Illustration

Sculpture

Art Directing

Architecture

Advertising Art

Landscaping

Photography

Cartography

Teaching

Ceramics

Handicraft

Designing

Litho-grapher

Floristry

Scenic Artist

Furniture Industry

Textile Industry

Interior Decorating

Technical Artist

Jewelry & Watch Making

Fashion Designer

Printing: Graphics

Drama, Speech and Art Departments of Colleges & Universities

Dancer

Actor

Director: Radio, TV, Theater

Engraver

Drama Critic

Technicians

Stage Producer

Professional Schools of Art and Dance

Photographer

Camera Technician

(SEE ALSO LANGUAGE ARTS)

High School Opportunities

Commercial Art 1

Art IV - Oil painting, Drawing, Watercolor

Art IV - Ceramics and Sculpture

Crafts
I - Metal, Plastics
II - Leather, Textiles
III - Jewelry

Art 2

Art 3 - Appreciation & Design

Art 1A

Creative Arts Center

9th Grade

Visual Arts: Art 1

Performing Arts:
Creative Dramatics

Acting Emphasis
Movement Emphasis
Technical Emphasis
Costume Emphasis

Silversmith

SOME EDUCATIONAL OPPORTUNITIES AND CAREER POSSIBILITIES UTILIZING

BUSINESS,
MARKETING &
DISTRIBUTIVE EDUCATION

Accounting
Fashion Merchandising
Apparel & Accessories
Weather Clerk
Interviewing
Merchandise Director
Advertising
Retailing
Transcribing Machine Operator
Air Transportation
Display
Civil Service
Floristry
Cashier
Delivery
Shipping Clerk
Finance
Copy Messenger
Insurance Work
Banker
Library Work
Salesman
Manufacturing
Mail Clerk & Handling
Medical Work
Office Manager
Librarian
Bookkeeper
Office Work
Real Estate Work
Court Reporter
Legal Secretary
Mail Order Work
Office Machine Operator
Teacher
Purchasing
Secretary
Selling
File Clerk
Recreation & Tourism
Typist
Printing Trades
Switchboard Services
Router
Personal Services
Stock Broker
Industrial Marketing
Receptionist
Executive Secretary
Accountant
Computer Engineering
Data Entry Operator
Computer Design
Word Processing
Computer Entry
Automotive Services
Hotel/Motel Industry
Food Marketing (Supermarkets)
Home Furnishings

High School Opportunities

Typing I
Typing II
Typing III
Typing IV
Model Store
Shorthand I
Shorthand II
Merchandising
Retailing
Computer Entry
Recordkeeping
Marketing & Distributive Education Related
Marketing/Management
Machine Transcription
Salesmanship
Electronic Business Machines
Accounting I
Accounting II
Office Skills
Office Education Related (Coop Work)
Word Processing
Data Processing
Office Practice
Business Law
Computer Programming
Stenographer
Food Service (Restaurant)
Insurance Agency

9th Grade

Typing
Exploratory Business

SOME EDUCATIONAL OPPORTUNITIES AND CAREER POSSIBILITIES UTILIZING

FOREIGN LANGUAGE

Interpreter

Foreign Correspondent

Peace Corps

Social Worker

Customs Officer

Banker

International Lawyer

Medicine

Chemist

Travel Agent

Biologist

Diplomat

Importer

Curator

Archeologist

Switchboard Services

Spanish I
French I
German I
Latin I

Spanish II
French II
German II
Latin II

Spanish III
French III
German III
Latin III

Spanish IV
French IV
German IV
Latin IV

9th Grade

Spanish
French
German
Latin

Radio & TV Broadcasting

Foreign Sales Representative

Musical Performer

Guide for Tourists

Teacher

Civil Service

Translator

Dramatic Performer

Library Work

Exporter

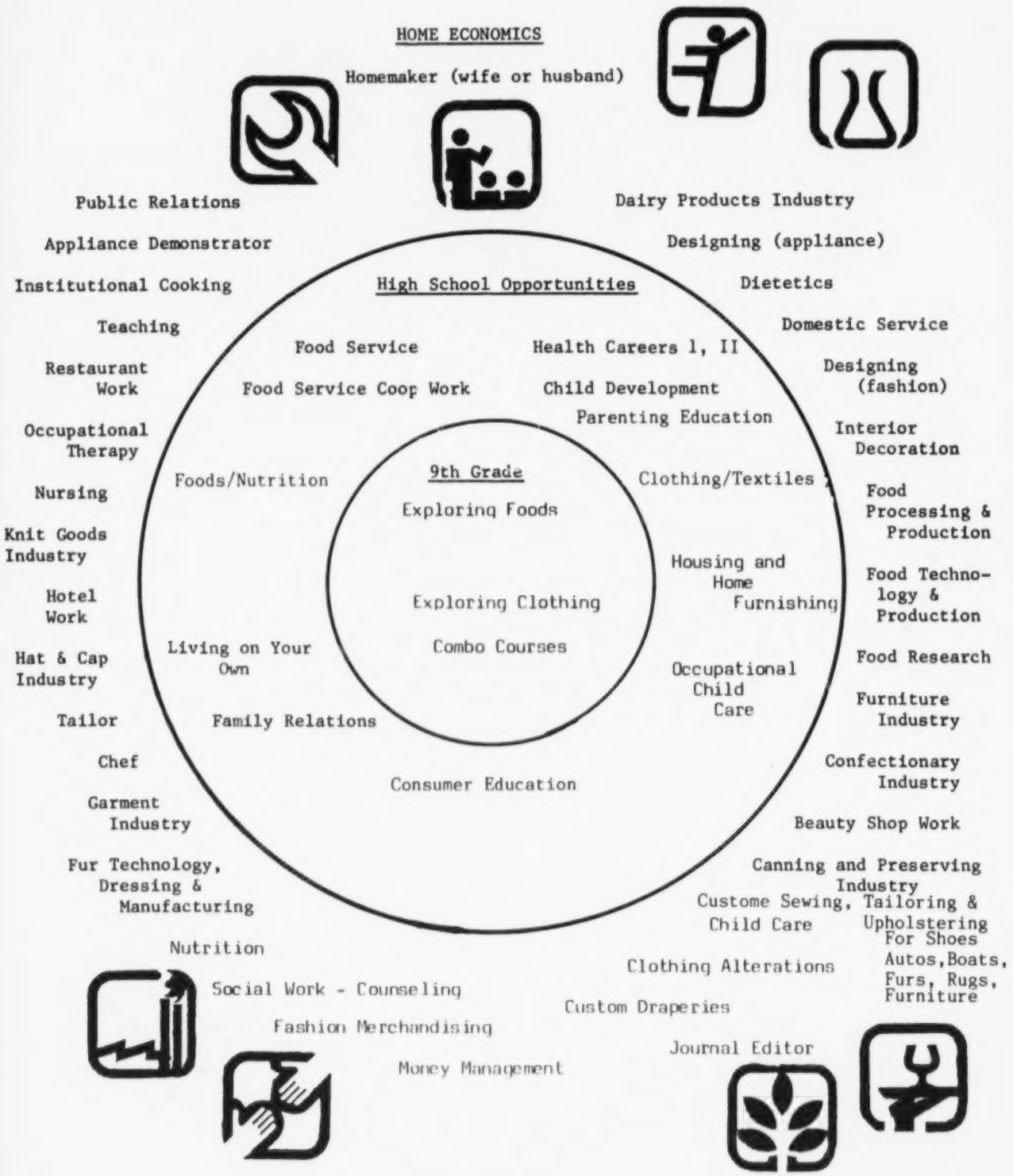
Airline Hostess

Linguist

Receptionist

International Business Offices

SOME EDUCATIONAL OPPORTUNITIES AND CAREER POSSIBILITIES UTILIZING



SOME EDUCATIONAL OPPORTUNITIES AND CAREER POSSIBILITIES UTILIZING

INDUSTRIAL ARTS

Light, Heat, Power Industry
Blueprint Reader
Draftsman
Tool Designer
Orthopedic Technician
Radio-TV Technician
Sheet Metal Worker
Typesetter
Lock-smith
Airplane Pilot
Dental Technician
Contractor
Architect
Robotics
Industrial Management
Musical Instrument Making & Repair
Engineering:
Civil
Industrial
Electrical
Mechanical
Construction
Manufacturing
Computer
Transportation
Agricultural
Chemical
Plumbing
Automotive Electrician
Quality Control
Foundry Worker
Pattern Maker
Welder
Gem Cutting, Finishing
Computer Technician
Electronics Technician
Printer
Mechanic
Petroleum Refinery Worker
Aircraft Electrician
Lathe Operator
Furniture Maker
Diesel Engine Operator
Shipfitter
Carpenter
Air Conditioning
Painter : Painting & Decorating
Telephone Repairman
Airplane Designer

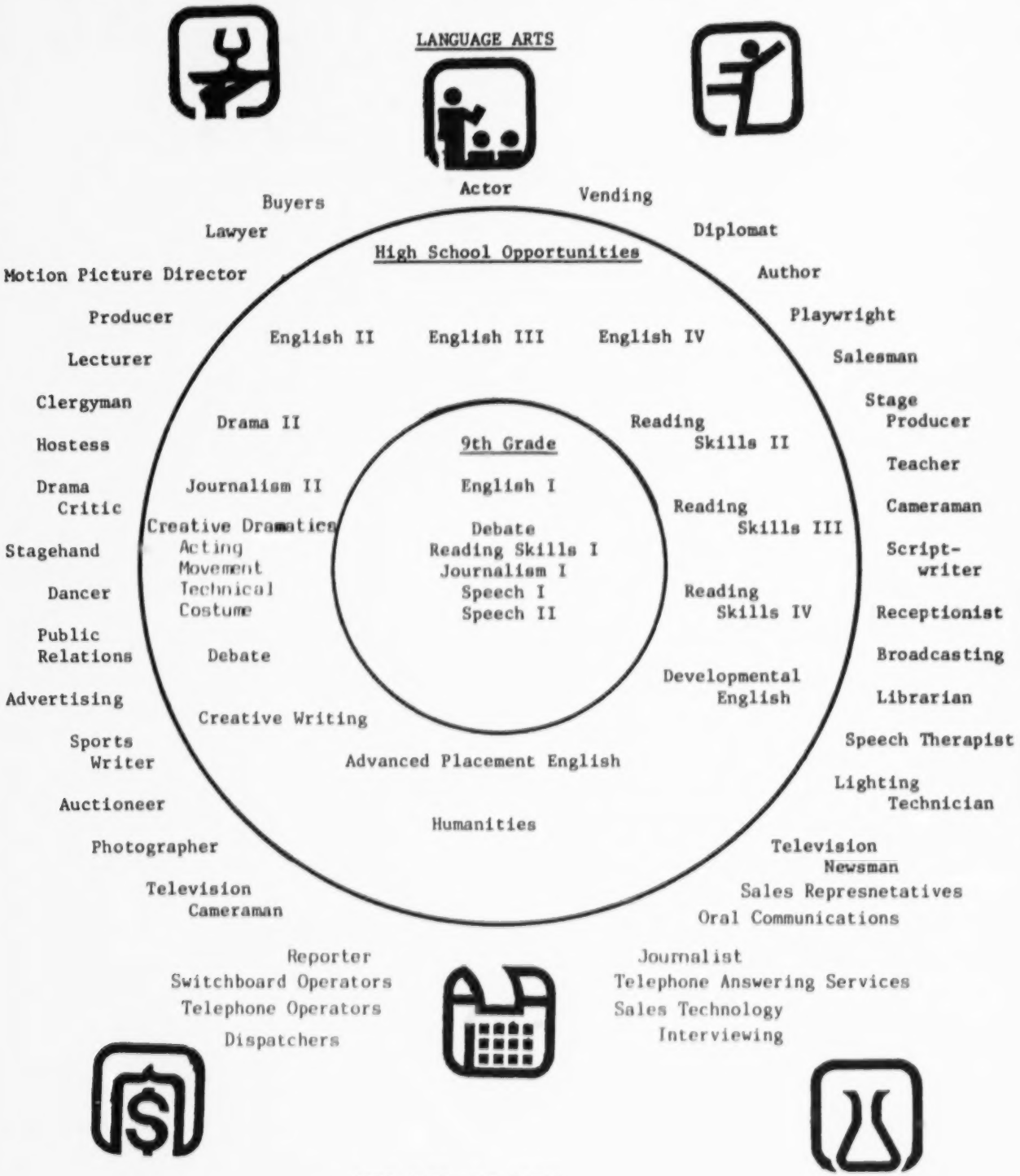
High School Opportunities

General Drafting
General Metals
General Woodworking
General E & E
Building Trades I
Electronics I
Building Trades II
Electronics II
Arch/Tech Drafting I
Arch/Tech Drafting II
Printing I
Printing II
Health Careers
Welding & Machine Shop I
Welding & Machine Shop II
General Auto and Recreational Vehicles
T & I (Coop Work)
Automotive Service I
Automotive Service II
Drafting for Careers
Basic Industrial Arts

9th Grade

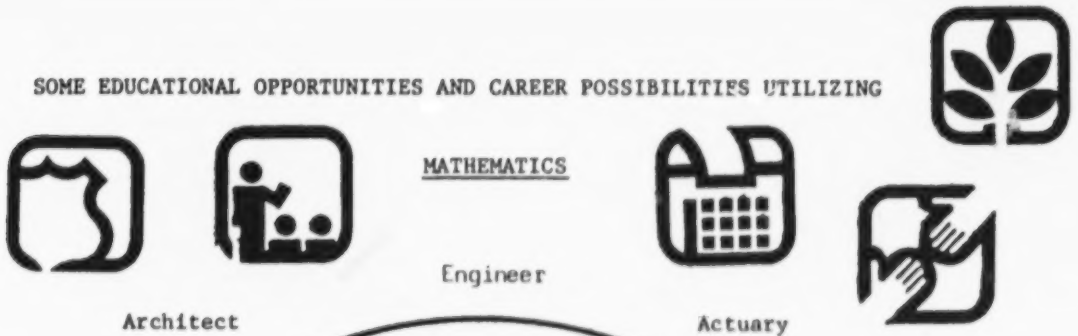
Industrial Arts:
Wood/Draft
Draft/Power
Elect/Metal
Draft/Print
Metal/Draft
Elect/Power
Metal/Power
Wood/Print
Print/Elect
Elect/Wood

SOME EDUCATIONAL OPPORTUNITIES AND CAREER POSSIBILITIES UTILIZING



(SEE ALSO, THE ARTS)

SOME EDUCATIONAL OPPORTUNITIES AND CAREER POSSIBILITIES UTILIZING



MATHEMATICS

Engineer

Architect

Actuary

High School Opportunities

Carpenter

Auditor

Broker

Geometry

Algebra II

Astronomer

Film Technician

Bacteriologist

Occupational Math

9th Grade

Trigonometry

Radio Technician

Accountant

Algebra 1

Physicist

Analytic Geometry

Biochemist

Consumer Math

Introduction to Algebra & Geometry

Draftsman

Chemist

Economist

Calculus I

Doctor

Computer Programming

Statistician

General Sales

Dentist

Calculus II

Insurance Underwriter

Tool & Die Maker

Nurse

Job Analyst

Sales Representatives

Banker

Laboratory Assistant

Buyers

Waitress

Research

Customer Services

Electrician

Surveyor

Finance

Computer Programmer

Insurance Salesman

Computer Technician

Computer Scientist

Computer: System Analysis
Design
Process Control
Data Bases
Software Systems

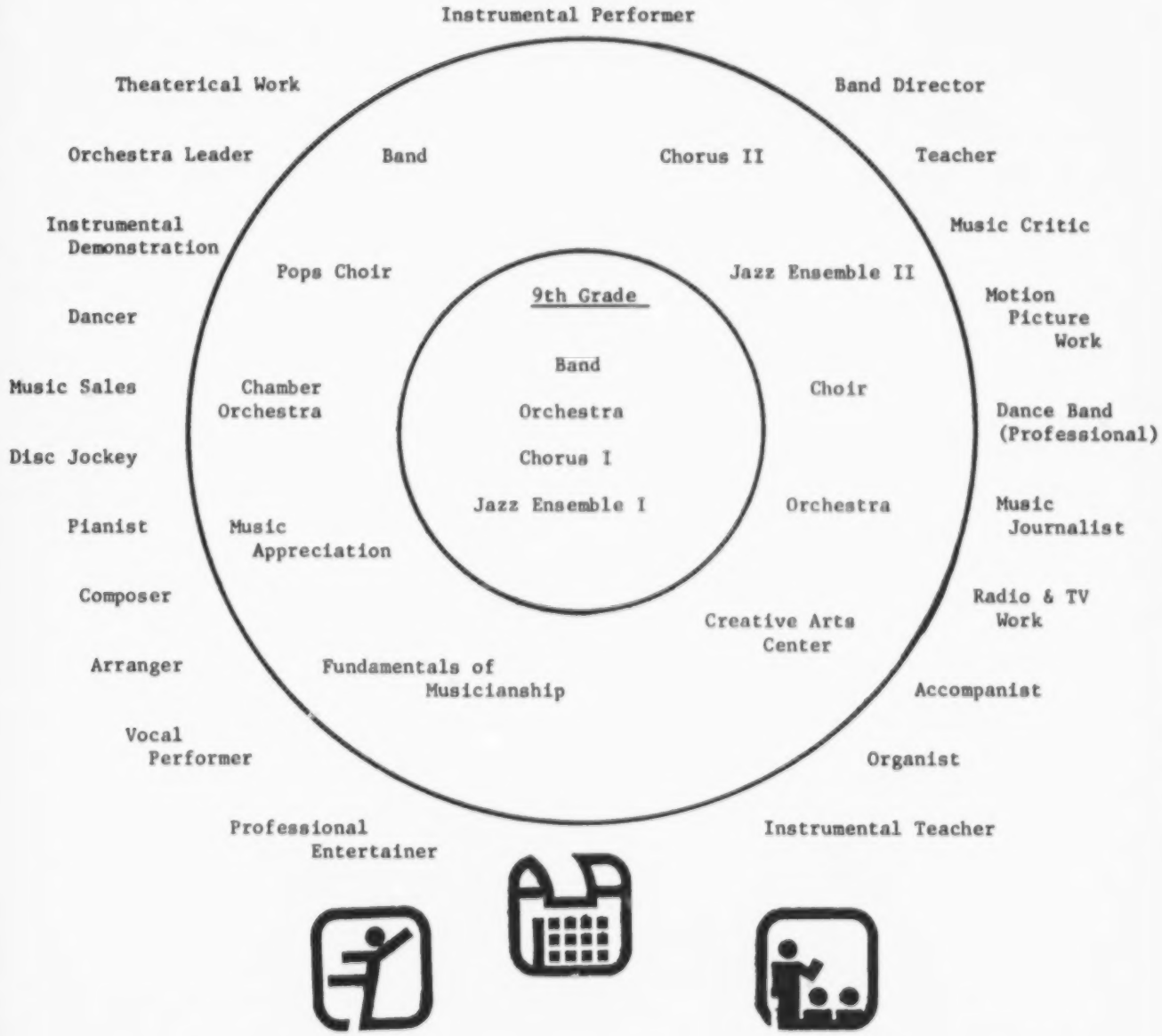
Scientist

Computer Engineer

Veterinary Occupations

SOME EDUCATIONAL OPPORTUNITIES AND CAREER POSSIBILITIES UTILIZING

MUSIC



SOME EDUCATIONAL OPPORTUNITIES AND CAREER POSSIBILITIES UTILIZING

PHYSICAL EDUCATION

Teaching

Recreational Establishment Manager

PHYSICAL EDUCATION ACTIVITIES

Professional Athlete

Coach

Jogging

Weight Training

Sports Official

Recreation Director

Gymnastics

Football

EXTRA-CURRICULAR ATHLETICS

Camp Counselor

Basketball

Dance

Athletic Director

Football

Volleyball

Youth Worker

Fitness

Ping Pong

Life Guard

Basketball

Cross Country

Paddleball

9th Grade

Golf

Wrestling

Health

Tennis

Track

Physical Education

Bowling

Tennis

Golf

Archery

Swimming

Wrestling

Gymnastics

Hockey

Circus Performer

Volleyball

Tumbling

Playground Director

Community Activities

COURSES

Outdoor Activities

Rugby

Physical Education 2, 3, 4

Broom Ball

Military Service

Physical Therapist

Introduction to Dance

Swimming

Skiing

Occupational Therapist

YMCA or YWCA Director

Horseback Riding

Skating

Professional Dancer

Fencing

Athletic Trainer

Social Director

Health & Nutrition Occupations

SOME EDUCATIONAL OPPORTUNITIES AND CAREER POSSIBILITIES UTILIZING

SCIENCE

Astronomy

Photography

Power Plants

Plastics

High School Opportunities

Rubber Industry

Record Industry

Biology

Textile Industry

Advanced Biology

Telephone & Telegraph

Pharmacy

Tobacco Industry

Teacher

Natural Resources & Agri Business 2, 3 & 4

Air Conditioning & Refrigeration

Paper & Pulp Industry

Aerospace 2, 3, 4

9th Grade

Nursing

Osteopath

Physical Science

Ecologist

Mining & Matallurgy

Physics

Aerospace 1

Canning & Preserving Industry

Natural Resources 1

Meterology

Medical Occupations

Health Careers I & II

Chemistry

Ceramics Industry

Light, Heat & Power Industry

Chemical Industry

Advanced Chemistry

Iron & Steel Industry

Chiropractic

Chem Study

Criminology

Veterinarian Medicine

Coal Products Industry

Conservation Work

Undertaking

Dentistry

Engineering (Aeronautical, Chemical, Civil, Electrical etc.)

Drug & Cosmetics Industry

X-Ray Technology

Electronics

Laboratory Work

Food Processing, Production & Research

Farmer/Rancher

Hospital Work

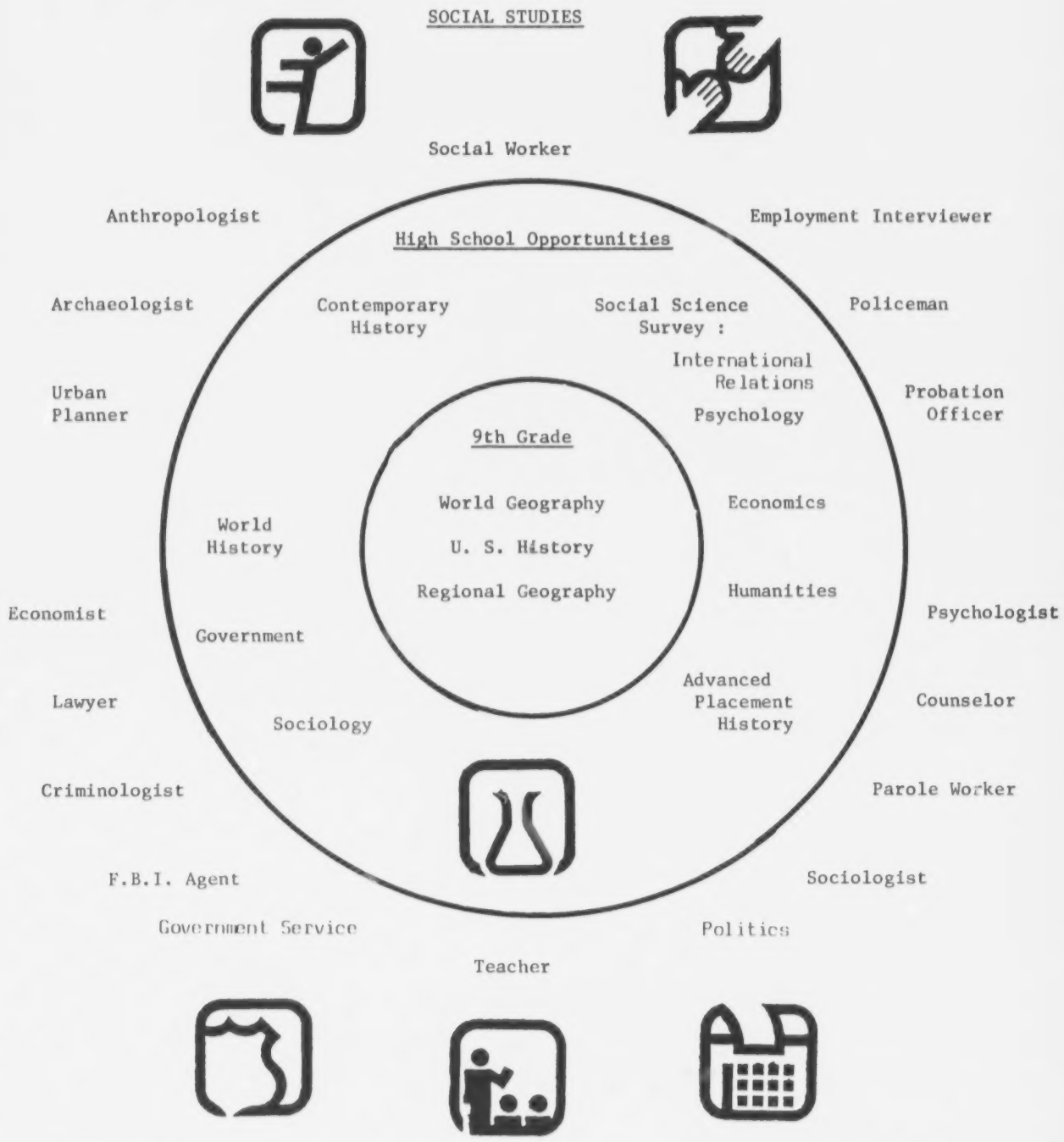
Computer Scientist

Technicians

Sales Technology

Cosmetology

SOME EDUCATIONAL OPPORTUNITIES AND CAREER POSSIBILITIES UTILIZING



SUGGESTED COURSE OUTLINES

GRADE	COLLEGE/UNIVERSITY	TO DEVELOP BUSINESS SKILLS	TECHNICAL SCHOOLS
9TH	English	----------	---------→
	Science (Physical)	----------	---------→
	Algebra	----------	---------→
	Social Science	----------	---------→
	Foreign Langauge	Depends upon ability and interest	
	Physical Ed/health	----------	---------→
	1 elective of your choice	Typing 1-2	Exploratory Industrial Acts
10th	English	----------	---------→
	Science (Biology)	----------	---------→
	Geometry	(Optional as to year)	---------→
	Social Science	----------	---------→
	Language Foreign	- Good Idea	Depends on Interest
	Physical Ed/ Highway Safety	----------	---------→
	1 elective - choice	Typing 3-4	Industrial Arts
11th	English	----------	Choice ---------→
	Science (Chemisty)	----------	---------→
	Algebra 2	Steno Skills	Vocational
	Social Studies/Typing 1	Social Studies Govt./Econ.	Social Studies Govt./Econ.
	Foreign Language	Computer Data Entry	? ?
	Phy Ed/Reading Skills	----------	---------→
	1 elective	Accounting	Vocational

SUGGESTED COURSE OUTLINES (Continued)

GRADE	COLLEGE/UNIVERSITY	TO DEVELOP BUSINESS SKILLS	TECHNICAL SCHOOLS
12th	English ----------	----------	-------- ➧
	Science (Physics)	Accounting 2	Physics
	Trigonometry/ Analytical Geometry	Shorthand 2	Vocational
	Economics/Speech	Word Processing/ Data Processing	Vocational
	Foreign Language	Office Practice	Math
	Phy Ed/½ elective	Phy Ed/Speech	Phy Ed/Speech
	1 elective	Office Coop Work	T&I Coop Work
Re: Math	You may want to include Calculus - To do this you have several choices: 1. Take Algebra 1 in 8th grade 2. Algebra 2 and Geometry together in the 10th grade 3. Take either Geometry or Algebra 2 in summer school before the 11th grade.	Business Courses may be changed to fit your individual course needs. It is recommended you take a year of Typing in the 9th grade.	Your choice of vocational areas may include: Agriculture Auto Body Auto Mechanics Building Trades Child Care Distributive Education Drafting Electricity/ Electronics Food Service Health Careers Photography Printing Welding/ Machine Shop

SAMPLE WORKSHEET

4-YEAR TENTATIVE PLAN FOR HIGH SCHOOL

NAME: _____ CLASS YEAR _____

CAREER CHOICES: 1st _____ 2nd _____ 3rd _____

	1st SEMESTER	2nd SEMESTER
GRADE 9		
GRADE 10		
GRADE 11		
GRADE 12		

KEEP YOUR CAREER CHOICES OPEN

Take as much mathematics and science as you possibly can in high school for these reasons:

Some college majors will require calculus. For calculus, second year algebra and trigonometry are necessary.

Sociology and psychology majors need college statistics and second year algebra is helpful here. Statistics are used in reporting experiment results.

Physical education (Kinesiology) often requires statistics, chemistry, and physics to help you understand the human body and its movements.

Often times you need chemistry for health careers like:

- dental
- medical
- nursing
- pharmacy
- public health schools

Here again, second year algebra is important.

Law school requires a high score on the national admissions test for law schools which has a section on charts and graphs.

Many trade and technical courses also require mathematics and science.

For the field of engineering and physical sciences you need all the math you can get.

ORAL AND WRITTEN COMMUNICATION SKILLS ARE VERY IMPORTANT IN ANY CAREER THAT YOU PURSUE!

CAREER PLANNING REFERENCES
WHERE TO GET HELP

Here are some basic sources of information that may be useful to you in your career search:

I. Your school counseling and guidance "Career Center" and/or school may have the following information pertaining to careers and the job search.

   A. Publications (books, leaflets, "briefs," and pamphlets).

   B. Audiovisual Aids (films, filmstrips, tapes, slides, and microfilm).

   C. Computer-Based Systems (storage and retrieval of direct questions pertaining to careers).

   D. Interview with Experts (direct questions of occupational and college representatives).

   E. Simulated Situations (career games and role playing).

   F. Direct Observation (visits to work sites).

   G. On-the-Job Tryouts (casual work or work-study programs).

II. Specific references you may want to utilize in your career search:

   A. Information about jobs:

      1. Dictionary of Occupational Titles. Washington: Supt. of Documents, U.S. Government Printing Office.
      2. (Computer) "Discover". Iowa City: The American College Testing Program.
      3. Encyclopedia of Careers and Vocational Guidance. Chicago: J. G. Ferguson Publishing Co.
      4. Guide for Occupational Exploration. Washington: U.S. Government Printing Office.
      5. Occupational Outlook Handbook. Washington: U.S. Government Printing Office.
      6. Occupational Outlook Quarterly. Washington: U.S. Government Printing Office.
      7. Exploring Careers. Washington: U.S. Government Printing Office.
      8. Occupational View Deck. Moravia, NY: Chronicle Guidance Publishing, Inc.

B. Sources covering education/training after high school:

1. American Junior Colleges. Washington: American Council on Education.
2. Barron's Profile of American Colleges. Woodbury, NY: Barron's Educational Series, Inc.
3. College Blue Book. New York: CCM Information Corporation.
4. College Board Review. New York: College Board Publications.
5. College Handbook and Index of Majors. New York: College Board Publications.
6. Comparative Guide to American Colleges. New York: Harper and Row.
7. (Microfiche) Educational Microfile. Moravia, NY: Chronicle Guidance Publishing, Inc.
8. Guide to 2 Year Colleges. Moravia, NY: Chronicle Guidance Publishing, Inc.
9. Guide to 4 Year Colleges. Moravia, NY: Chronicle Guidance Publishing, Inc.
10. Lovejoy's Career and Vocational School Guide. New York: Simon and Shuster.
11. This Way Out: A Guide to Alternatives to College Education in the United States, Europe, and the Third World. New York: E. P. Dutton Company.
12. View Deck Guide Chart for 2 and 4 Year Colleges. Moravia, NY: Chronicle Guidance Publishing, Inc.
13. The National Apprenticeship Program. U.S. Department of Labor, Bureau of Apprenticeship and Training, 653 Second Ave. N., Fargo, ND 58102.
14. American Trade School Directory. Croner Publishing, Inc.,

C. Periodicals--some that can be obtained free of charge by counselors and/or school libraries:

1. Career World: The Continuing Guide to Careers. Highland Park, IL: Curriculum Innovcations, Inc.
2. College Outlook. Liberty, MO: Townsend-Kraft Publishing Co.
3. (Annual) Guide to Post-Secondary Educatioinal Opportunities in North Dakota. (Free) Published by the North Dakota Post-Secondary Commission.
4. On Your Own: A Guide to Getting Started After High School. (Free) U.S. Army.
5. Real World. New York: King Features Syndicate, Inc.
6. Sourcebook: The Magazine for Seniors. (Free) U.S. Army.

D. Other career information resources:

1. Educational and occupational experiences of school staff. (Schools attended and jobs held previously).

2. Student body. (Student observations of jobs held part-time).

3. Local businesses and industry. (They have an interest in the local schools, since this is often their main source of employees).

4. Local service clubs. (They are frequently anxious to provide assistance to the school or to specific students).

   (a) Rotary International. (Maintains a vocational service committee that focuses on career-information activities in each of its local clubs).

5. Local representatives or officials of labor unions. (They are particularly helpful in providing data on training requirements and opportunities, union membership requirements and benefits, and similar information that may help the student acquire a more complete picture).

6. Government offices. (Located in community, at the local, state, or national level, often can provide information that will assist students).

7. Boy Scouts, Girl Scouts, YMCA, YWCA, and 4-H Clubs. (Special projects they may develop related to career information can be of genuine assistance to the student).

8. Churches. (Activities centering around career-related problems and the support of church-maintained colleges or other educational institutes that may be of significance to members of the church's youth group).

E. Financial Aid Information:

1. Free or low cost publications to get:

   (a) Meeting College Costs. (Free) College Board Publication Orders, Box 2815, Princeton, NJ 08541.
   (b) A Guide for Students and Parents. (Free) ACT Student Need Analysis Service, Box 1002, Iowa City, IA 52243.
   (c) Undergraduate Programs of Cooperative Education. (Free) National Commission for Cooperative Education, 360 Huntington Avenue, Boston, MA 02115.
   (d) Need a Lift? ($1.00) The American Legion, Box 1005, Indianapolis, IN 46206.
   (e) The A's and B's of Academic Scholarships. ($2.00) Octameron, Box 3437, Alexandria, VA 22302.
   (f) Earn and Learn: The Federal Government and Cooperative Education. ($1.50) Octameron, Box 3437, Alexandria, VA 22302.
   (g) Am I Eligible? The Easy Way to Calculate the BEOG Eligiblity Index. ($1.00) Octameron, Box 3437, Alexandria, VA 22302.
   (h) Help From the Governor and Locating Lenders. ($1.00) Octameron, Box 3437, Alexandria, VA 22302.

2. Other sources of financial aid information:

   (a) The College Cost Book. College Board Publications Orders, Box 2815, Princeton, NJ 08541.
   (b) College Planning/Search Book. The American College Testing Program. Box 808, Iowa City, IA 52243.
   (c) Foundation Grants for Individuals, 2nd Ed. The Foundation Center, 888 Seventh Ave., New York, NY 10019.
   (d) Financial Aids for Higher Education. Wm. G. Brown Co., 2460 Kerper Blvd., Dubuque, IA 52001.
   (e) Scholarships, Fellowships and Loans, Vol. VI. Bellman Publishing, Box 164, Arlington, MA 02274.
   (f) Students' Guide to Scholarships and Loans. National Association of School Principals, Office of Student Activities, 1904 Association Drive, Reston, VA 22091
   (g) A Guide for the College Bound Athlete. NCAA Publishing Service, Box 1906, Shawnee Mission, KA 66222.

$$$ FINANCIAL AID $$$

The cost of continuing school after graduation is increasing. It is important that you consider financial aid. Careful planning is necessary. The philosophy of financial aid is that the cost of further education is the responsibility of parents and student to the extent they can reasonably be expected to pay. The difference between what the parents and student are expected to pay and what it will actually cost to attend the school is called Financial Need. If the proper forms are filed and the student is declared to have a need, that need is usually met by using a number of sources. The financial aid officer at the school you plan to attend will assemble a financial aid package from a number of sources to total what you will need to complete the school term. Don't eliminate any college because of cost until you find out whether you might qualify for financial aid.

YOUR RESPONSIBILITY IN THIS PROCESS IS AS FOLLOWS:

1. You should consider taking the college entrance exams early if the school(s) you are considering call for them. This will be either the ACT or SAT.

2. You must apply for admission and financial aid at the school of your choice and be accepted before financial aid will be considered.

3. You must fill out a form indicating your family financial status and send it to the service that reports to schools. This will be a Family Financial Statement (FFS) or a Financial Aid Form (FAF), whichever one the school(s) you are considering request.

4. The North Dakota Student Assistance Program. This is a non-repayable grant to state residents attending state schools.

5. The Pell Grant. This is a non-repayable federal grant to students who qualify be completing the necessary forms.

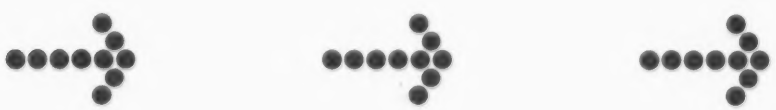
DON'T FORGET--THERE ARE DEADLINES FOR ADMISSION AND FINANCIAL AID!

Scholarships are another source of money for many students. When you complete every step of the financial aid process as listed, the financial aid officer will usually make you aware of, or consider you for, the scholarships that you would be eligible for at the school. Scholarships are offered by businesses, fraternal organizations, churches, private individuals, and state and national organizations within your own community. Check at your parents' place of employment. Many times scholarships consider financial need and also look very hard at your high school record--such as classes you have taken, grade point average, participation in extracurricular activities (both in and out of school), and personal references from people who know you.

Student loans are another source of money for many students. It is recommended that you not consider a loan until you have gone through all of the financial aid and scholarship steps. When you have completed all of these steps, the financial aid officer at the school you are considering will notify you of the situation. If you still have a financial need after the process is completed, the financial aid officer will advise you regarding a student loan to provide the necessary money. Go to your parents' bank and obtain the necessary forms. The Bank of North Dakota is presently the prime lending source for student loans. Student loans are paid back, but at a low interest rate and usually not until you have finished school and have found a job.

Applying for financial aid and scholarships does not have to be a difficult thing for you to do. It is <u>your responsibility</u> to yourself and your parents to do a thorough job in this area. <u>Plan ahead and get information early</u>. The best places to start are with your guidance counselor and the financial aid officer at the school you are considering. They will have the forms you will need.

DON'T BE AFRAID TO ASK QUESTIONS!
IT IS IMPORTANT TO INVOLVE YOUR PARENTS AND WORK TOGETHER DURING THIS PROCESS.



? DO YOU KNOW ?

NEW COLLEGE REQUIREMENTS

You need to be aware of the new trends in the university systems and freshman entrance requirements across the United States.

Students with strong academic achievement in high school will be able to meet the new variety of freshman requirements from state to state.

It is the "average" college-bound student who will encounter the new standards if they apply to another state.

Twenty-seven states have already revised admission requirements and thirteen states have the beginning dates for new requirements already established, some beginning in 1983.

The new requirements mean more credits in mathematics, social studies, and English and science. Four credits in English and two and three in mathematics will be required.

Some states have already raised college admissions test score requirements and other states are upgrading their formulas for entrance which include class rank and grade point average.

A high school diploma has been the only requirement for university entrance in eighteen states. Now eight of these states also require adequate class rank/grade point average. North Dakota is one of these eight states, although specific programs have higher requirements. Two of these states require certain ACT or SAT scores for entrance.

What does this mean to you, the student, charting your program for high school?

IT SIMPLY MEANS--YOU WILL NEED TO UPGRADE YOUR ACHIEVEMENT LEVELS AND CHOOSE YOUR COURSES WISELY TO KEEP YOUR OPTIONS OPEN!

CORRESPONDENCE SCHOOLS

Your school administration may allow you to take some correspondence classes. The most common way in North Dakota is the Division of Independent Study, State University Station, Fargo, North Dakota. Many students and adults throughout the state participate in their curriculum. Your reasons for taking a correspondence class could be varied. Usually it is to enrich your available curriculum, emergency reasons, or scheduling problems. See your school administrator or guidance counselor if this is an area of interest for you.

COLLEGE CLASSES WHILE IN HIGH SCHOOL

It may be possible for you to take some college classes even though you haven't graduated from high school. If this is for you, it could allow you to explore subject areas or get an early start on your college education. Other options are Advanced Placement (AP) and the College Level Examination Program (CLEP).

WHAT TO LOOK FOR WHEN VISITING A SCHOOL CAMPUS

TOLL FREE NUMBERS ARE AVAILABLE FOR MANY SCHOOLS
SEE YOUR COUNSELOR/PRINCIPAL

Visiting a school campus may also include an interview with the admission personnel, so be prepared to:

1. Talk about yourself--your interests, your goals, your courses and grades (take along a personal copy of your school grades/transcript and activities.)
2. Talk about the need for financial help if needed.
3. Ask questions about the school, courses, rules/regulations, (read the catalog before your visit, if possible). Write down your questions in advance and DO TAKE NOTES!
4. Even though you might be nervous, be yourself.

On the campus:

1. Take a tour if possible.
2. Allow enough time to get the "feel of the campus." Try to imagine yourself as a student there.
3. Schedule your appointments two weeks in advance, if possible, and BE ON TIME!
4. Pick up all forms you need: application, catalog, map, financial aid forms.
5. Visit the library.
6. Try to visit a class or two.

7. Talk to students: ASK them what they like about the school and equally important, what they DON'T LIKE!

8. Ask questions about life on the campus--what activities?

Soon after, or during your visit:

1. Make notes on your reactions and your feelings about the school.

2. Write thank-you notes when appropriate.

PARENTS--IF POSSIBLE, GO WITH YOUR SON OR DAUGHTER.
DO THIS VISIT EARLY IN YOUR PLANNING PROCESS.

WHAT TO LOOK FOR IN A SCHOOL CATALOG

School Name: _____ Contact Person: _____

Location: _____ Telephone Number: _____

What are the requirements for entrance?

Number of high school credits _____

Subjects required _____

Electives recommended _____

Test for entrance _____ When _____

When to apply for admissions _____ Deadline _____

Where will I live?

Home _____ Dorm _____ Apartment _____

Cost for a year:

Tuition and fees _____

Books _____

Board/Room _____

Transportation _____

Personal Expenses _____

Leisure Time/Recreation _____

What kind of courses does this school offer:

_____ general education _____ specialized education

_____ liberal arts _____ professional

The school calendar, including holidays:

_____

Student activities and services:

_____

General information and notes:

_____

_____

_____

VOCABULARY YOU NEED TO KNOW

ACH/AT

Achievement Tests: Often taken at the end of the junior year and possibly at the midpoint of the senior year. Achievement tests are administered in a variety of academic subjects and are designed to test the level of knowledge of a student in particular academic disciplines in relation to other students throughout the country. ACHs are scored on the same 200 to 800 basis as SAT. Many colleges which require ACH use the scores for placement in various levels of freshman courses and not for the purpose of the admissions decision process.

ACT

The American College Testing Company: The ACT is the predominant testing company in the Midwest and some parts of the South. The ACT combines certain aspects of both SAT and ACH into one testing instrument. A multiple-choice test, the ACT is scored on a multiple-choice test, the ACT is scored on a 0 (low) to 36 (high) basis, and its scores are reported in four categories (English, Social Sciences, Natural Sciences, and Mathematics) and a composite average of the four areas. The name, ACT, should not be confused with the acronyms, ACH and AT, used to designate Achievement Tests.

AP

Advanced Placement Tests: Designed for strong students who have completed college level work in high school. AP's are given in specific subject areas and are used in determining whether or not a student may gain advanced standing in college. If you think that you may be interested in AP testing, see your guidance counselor.

ATP

Admissions Testing Program: The name given by the College Entrance Examination Board (CEEB) to the array of tests used in the college admissions process.

Accreditation

Schools are recognized or approved by any of the regional or national accrediting bodies indicating the institution has been judged to be meeting its objectives.

Associate's Degree (A.A., or A.S.)

A two-year degree which generally prepares the student for further study. Some Associate Degree programs are sufficient training for certain careers. Many students intend to transfer and complete their studies at a four-year college.

Bachelor's Degree (B.A., B.S., B.F.A.)
A four-year degree in a specific subject.

CEEB
College Entrance Examination Board: a nonprofit organization governed by college and secondary school members. CEEB is the overseeing agency for many tests and services connected with the college admissions process.

CLEP
College Level Examination Program: A relatively new examination program, somewhat like the ACH and the AP, CLEP is designed primarily for the individual who has not been in school for some time but who may have acquired considerable knowledge through a job or experience. Some colleges have incorporated CLEP into testing programs for entering freshmen.

College
An institution at which students study toward two-or four-year undergraduate degrees after completion of secondary school.

Core Curriculum
Courses which must be taken in your major area of study.

Credit Hours
The credit which is given for courses taken. The number of credits usually determines the number of times a course meets per week.

Deferred Admission
Many colleges offer an opportunity for a student who has been admitted to delay or defer enrollment for a year or a semester. Students who defer an offer of admission may choose to work for a while to earn money for college or to travel or to pursue special programs. A deposit is often required by the college to hold a place in the next entering class, and it is the college's right to expect the student to be able to account for the time spent between graduation from high school and actual matriculation at the college. The student who defers admission to a college cannot attend another college during the time off, unless the college is notified in advance and agrees to the plan.

Doctoral Degree
Three or four years of study in specific subject after completion of a Bachelor's and/or Master's Degree.

ETS
Educational Testing Service; a nonprofit agency employed by the CEEB to produce its tests.

Early Action

A relatively new plan, Early Action is used primarily in highly selective colleges. Early Action follows the same application/notification timetable as Early Decision but allows the accepted candidates until May 1st to accept or decline the offer of admission. Under Early Action programs, it is possible for an applicant to be denied admission outright and not automatically deferred for later consideration. If your junior year credentials are not truly superior, you must be careful about applying under a plan which could harm your chance of admission.

IMPORTANT NOTE: There are several variations of Early Decision/Action Plans at different colleges. Read the literature of each college carefully, and ask questions if you do not understand the program entirely.

Early Admission

Many colleges have a program under which a student may apply for admission during the junior year. The Early Admission program at most colleges is reserved for truly exceptional students whose academic preparation and achievement level are sufficient for early entrance to college. You should seek the advice of your guidance counselor, if you are considering Early Admission.

Early Decision

Not to be confused with Early Admission, E.D. (Early Decision) is a plan under which a student applies to the first-choice college early in the fall (usually by November 1st) of the senior year and agrees by contract to enter that college if offered admission. Decisions are rendered to Early Decision applicants in early December. If not accepted under the E.D. Plan, a student is usually reconsidered for admission in the senior year. A student may not apply to more than one college under the Early Decision Plan, since, if accepted, the student agrees to withdraw any applications which might have been filed at other colleges while awaiting the decision of the "E.D." college. Early Decision applicants are judged on the basis of their junior year test scores, class rank, and grades. The advantages to being accepted to a first choice college under an E.D. Plan are obvious. It is also important to note that, if you have a definite first-choice college, you might apply "E.D." to signify the level of interest in that college.

Grade Point Average

Your scholastic average - on a 4 point system:

A = 4 points
B = 3 points
C = 2 points
D = 1 point

Honor Courses

A program offering opportunity for superior students to enrich their educational experience through independent, advanced, or accelerated study.

Liberal Arts

Broad based curriculum which includes most areas found in colleges and universities.

Majors

The area of concentration in school.

Master's Degree (M.A., M.S., M.F.A.)

One or two years of study in a specific subject after completion of the Bachelor's Degree.

Minors

An area of lesser concentration in college.

Open Admission

Some colleges do not practice selective admissions and offer admission to all students who apply. Such colleges usually have extensive programs designed to provide remedial or developmental help to students who enroll with academic deficiencies.

PSAT/NMSQT

Preliminary Scholastic Aptitude Test and the National Merit Scholarship Qualifying Test: the PSAT was designed to provide a practice test for juniors in the fall of their junior year as a warmup for the SAT; the NMSQT was originally given separate from the PSAT and was designed to select the top scholars in the country for the award of merit scholarships. The PSAT and NMSQT have been combined. The NMSQT Selection Index (twice the verbal score of the PSAT plus the math score) is determined annually, and the minimum score to receive national recognition varies from year to year. The PSAT scores are broken into two categories: verbal and mathematical. Scores are reported in the range of 20 (low) to 80 (high).

Rolling Admissions

A process used by colleges in accepting your application for entrance. A college using rolling admissions will receive applications as the application form and all supporting data are completed and will return decisions within a few weeks after completion. Other variations in the process: some colleges send decisions as soon as your folder is completed and reviewed, regardless of the time of year; other colleges will accumulate applications and send decisions only after a certain date (March 1st, for example).

SAT

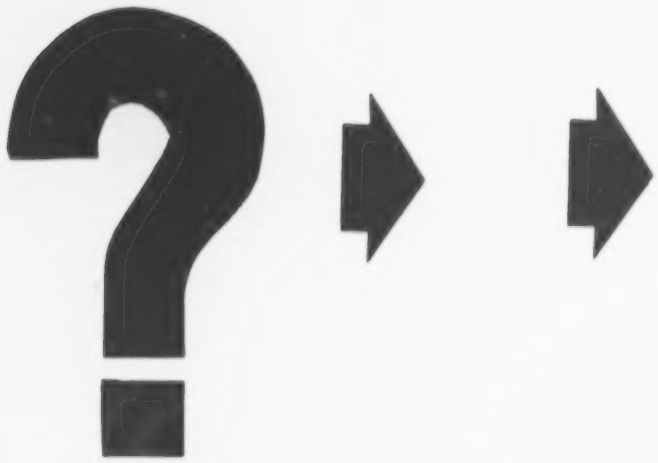
Scholastic Aptitude Test (alias the "College Boards"): SAT can be taken in the junior year and again in the senior year and is a required test for admission to many colleges. Scored on the basis of 200 (low) to 800 (high), the SAT is a multiple-choice examination and is designed to test a student's aptitude for scholastic work (not intelligence).

Low scores are not indicative that a student is unable to do competitive work in college, merely that someone with higher scores may be able to do the same work with more ease. Before you take the SAT, you should read and study the CEEB book, Taking the SAT, available in your guidance office.

TOEFL
Test of English as a Foreign Language: The TOEFL is designed for students for whom English is not a native language and whose scores on the SAT would obviously be affected by the language difference.

Undergraduate Degree
Two-year (Associate's) or four-year (Bachelor's) degree.

University
An institution which may be the same as a college, but which usually offers graduate degrees in addition to undergraduate degrees.

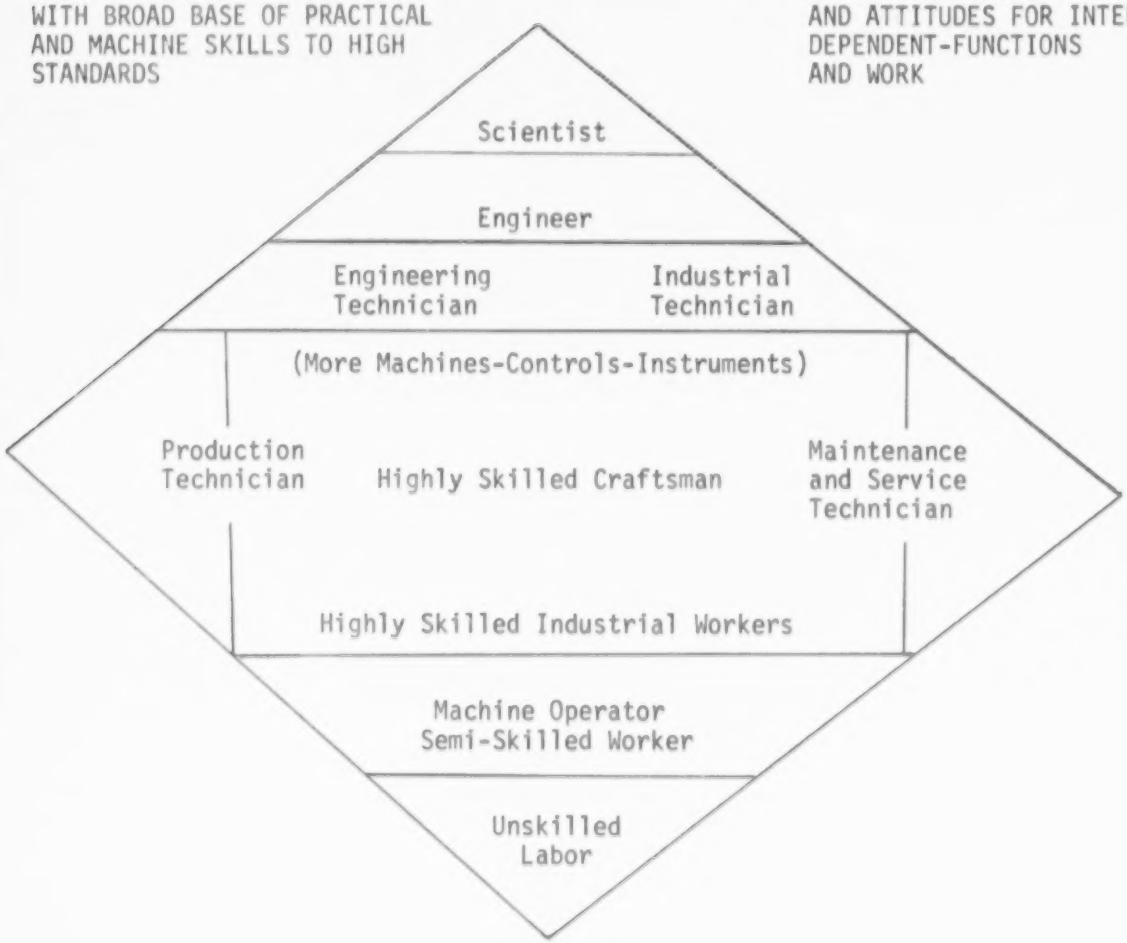


THE SHAPE OF THE LABOR FORCE

INCREASING DEMAND FOR TECHNICIAN
AND HIGHLY SKILLED CRAFTSMEN

SCIENTIFIC AND TECHNICAL KNOW-HOW AND KNOW-WHY WITH BROAD BASE OF PRACTICAL AND MACHINE SKILLS TO HIGH STANDARDS

TEAM CONCEPT INVOLVES BETTER HUMAN RELATIONS AND ATTITUDES FOR INTER-DEPENDENT-FUNCTIONS AND WORK



DECREASING NEED FOR SEMI-SKILLED WORKER OR MACHINE OPERATOR AND UNSKILLED LABOR

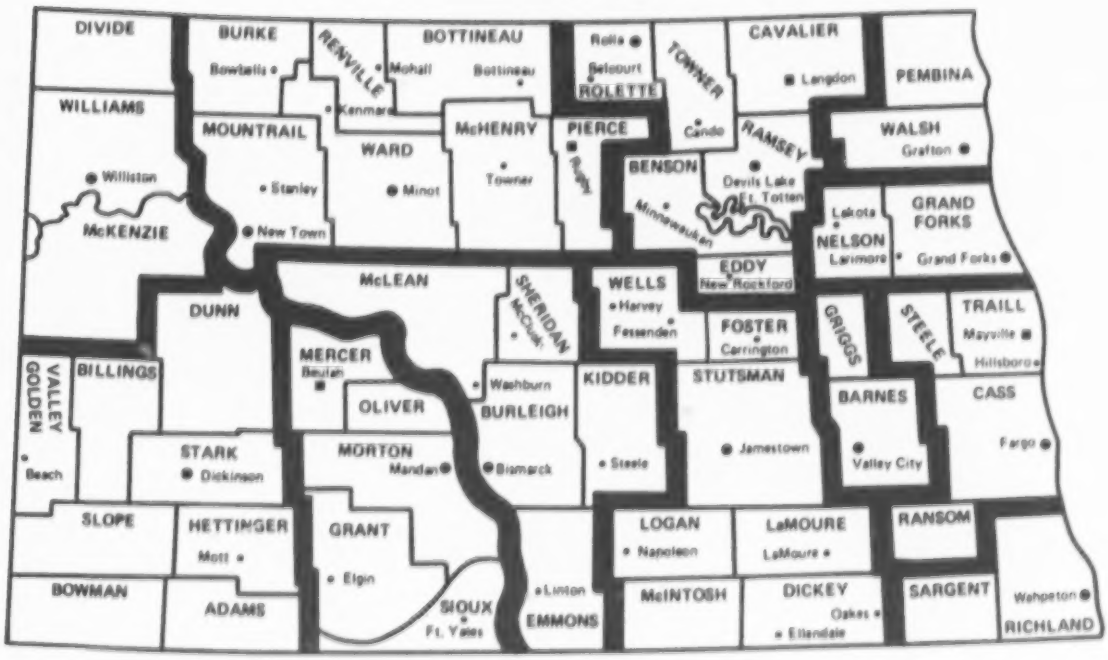
THE TREND REQUIRES GREATER ATTENTION TO BETTER TRAINING AND A FULLER REALIZATION AND DEVELOPMENT OF POTENTIAL ABILITIES OF ALL LEARNERS AND WORKERS WITH A BROAD BASE OF MATH AND COMMUNICATION SKILLS ALONG WITH PRACTICAL AND MACHINE SKILLS TO HIGH STANDARDS

Projected Growth for Occupations by Average Annual Openings 1980-1990

Occupation	Projected openings (thousands)	Projected growth	Employment, 1980 (thousands)
Retail trade sales workers	1,199	as fast as average	3,347
Waiters and waitresses	788	as fast as average	1,711
Cashiers	648	faster than average	1,592
Secretaries	575	faster than average	2,500
Cooks and chefs	399	as fast as average	1,122
Bookkeepers and accounting clerks	373	as fast as average	1,715
Assemblers	364	as fast as average	1,670
Typists	299	as fast as average	1,067
Kindergarten and elementary school teachers	217	as fast as average	1,625
Carpenters	180	as fast as average	970
Registered nurses	179	faster than average	1,104
Engineering and science technicians	168	faster than average	885
Machine tool operators	155	as fast as average	1,020
Automobile mechanics	147	as fast as average	845
Bank tellers	125	faster than average	480
Engineers	120	faster than average	1,218
Licensed practical nurses	115	faster than average	550
Secondary school teachers	107	decline	1,237
Welders and flamecutters	106	as fast as average	573
Accountants and auditors	104	faster than average	897
Real estate agents and brokers	104	faster than average	582
Cosmetologists	77	as fast as average	514
Manufacturers' sales workers	71	as fast as average	437
Social workers	69	as fast as average	345
Computer operators	67	much faster than average	233
Electricians	63	as fast as average	560
Drafters	55	faster than average	322
Bank officers	55	faster than average	406
Plumbers and pipefitters	52	as fast as average	407
Insurance agents and brokers	46	as fast as average	327
Dental assistants	44	faster than average	140
All-round machinists	43	as fast as average	303
Brick layers and stonemasons	38	faster than average	163
Programmers	36	faster than average	228
Lawyers	34	faster than average	425
Air-conditioning, heating, and refrigeration mechanics	33	as fast as average	179
Systems analysts	28	much faster than average	205
Buyers	26	as fast as average	149
Printing press operators and assistants	26	slower than average	178
Automobile body repairers	25	as fast as average	153
Librarians	21	little change	145
Compositors and typesetters	20	decline	128
Purchasing agents	20	as fast as average	172
Computer service technicians	19	much faster than average	83
Television and radio service technicians	18	faster than average	83
Physicians	17	faster than average	405
Radiologic technologists	16	faster than average	106
Sheet-metal workers	17	as fast as average	108
Reporters and correspondents	12	as fast as average	57
Business machine repairers	12	much faster than average	55
Psychologists	12	as fast as average	106
Architects	6	faster than average	80
Dentists	5	as fast as average	126
Dental laboratory technicians	4	faster than average	53
Barbers	4	slower than average	112

Map of North Dakota Job Service Offices

- Local Offices
- Job Information Centers
- Outstation Interviewer Offices



Job Service Offices Are A
Good Source of Information.
They Also Offer Job Counseling For
Part and Full-Time Employment.

FEDERAL JOBS

Competitive Service

Most of the jobs you know about, and many you may never have heard of, exist in the federal civil services. Only about 12 percent of them are in Washington, D.C. Government employees work in offices, shipyards, laboratories, national parks, hospitals, military bases and many other settings across the country and around the world. Most federal civilian jobs are in the competitive services, which means that people applying for them must compete with other applicants and must be evaluated by the U.S. Civil Service Commission.

To Apply

Contact a Federal Job Information Center to find out whether applications are being accepted in your area for the kind of work you want. If you're not sure what kind of work you are interested in, Job Information Specialists may be able to suggest a type of job for which your education and experience qualify you.

If you call or write a Job Information Center, be sure to state:

1. The level of education you have completed and the amount of paid and unpaid experience you have.

2. The kind of work that interests you.

3. The area or areas where you want to work.

4. The lowest salary you will accept.

5. Whether you are entitled to veteran preference.

You can get the qualifications information and forms you'll need at Federal Job Information Centers. If there is a fairly consistent need for applications for the kind of work you want, you will be asked to submit a complete application. If there is only an occasional need, you may be asked to submit a job interest card; when vacancies occur, you will be contacted for a complete application.

Written tests are not required for many government jobs. However, for others--including general administrative and clerical positions--a written test is required. If a written test is required for the kind of job you want, you will receive a notice telling you when and where to take the test, or an information sheet will list the dates and times when the test is given. It is not necessary to prepare for the test by taking a "Civil Service" course. No school can guarantee that you will be found qualified or that you will be offered a job!

APPRENTICESHIP PROGRAM

Apprenticeship is a voluntary system of training in occupations that require a diverse range of skills and knowledge, as well as maturity and independence of judgment. It involves planned, day-by-day training on the job and experience under proper supervision, combined with technical studies in subjects related to the occupation.

Apprenticeship gives men and women thorough instruction and experience, both on and off the job, in all the practical and theoretical aspects of the work required in a skilled occupation.

Through rotation from one division of work to another and related technical instruction, apprentices acquire additional skills, master the application of those already learned, and develop independence of judgment. This system enables them to be productive during their entire period of training.

Most apprenticeship terms are from 1 to 5 years, depending upon the occupation involved. To master a particular trade, an apprentice must learn and perfect each skill and bring those skills up to the speed and accuracy required of the job.

For the young worker entering employment, apprenticeship offers these important advantages:

1. The opportunity to increase employability and economic security.

2. The guarantee of a wage with regular increases while learning a skilled trade.

3. Recognition as a skilled worker upon completion.

Information on apprenticeship opportunities and how to apply is available from area offices of the Bureau of Apprenticeship and Training (BAT), state apprenticeship agencies, apprenticeship information centers, and local employment service offices. Prospective applicants can also check with firms that have workers in the trade that interests them, the local union representing that trade, or the Joint Apprenticeship Committee. High school counselors are another source of apprenticeship information.

Outreach programs, conducted by labor unions, the Urban League, women's groups, and others, counsel prospective applicants on apprenticeship opportunities and help them prepare for entrance examinations. To find the outreach programs in your area, consult the staffs of local or regional BAT offices or state apprenticeship agencies.

Information is also available from the national and state offices of the Bureau of Apprenticeship and Training at the following addresses:

Bureau of Apprenticeship and Training
Employment of Apprenticeship and Training
U.S. Department of Labor
601 D Street, NW., Room 5000
Washington, D.C. 20213

U.S. Department of Labor
Bureau of Apprenticeship and Training
New Federal Building, Room 344
653 Second Avenue North
Fargo, ND 58102

MILITARY CHOICES

The branches of the Armed Services offer many educational and technical training choices as well as financial assistance for your tour of duty. Your counselor, principal or recruiter will give you updated material. The military services career is one of your choices.

REGISTRATION

REMEMBER--All male students must register within a month after their eighteenth birthday. Do this by filling out a card at the post office. Be sure to keep the confirmation letter. Put this in a safe place. It's a good idea to have several copies made.

CAREER OPTIONS WITH THE NATIONAL GUARD

This is an option designed to train you in one of the skills required for the operation of a military unit. Most of the skills learned are directly applicable to civilian employment. The Air Guard and Army Guard offer numerous career options with training varying from 13 weeks to 35 weeks conducted in a variety of locations throughout the United States.

Options may be started during your senior year or after graduation. Benefits to you can be:

1. Some of the vocational training and experience may be used as credits upon graduation.

2. You will receive a salary while training with the National Guard.

3. If you attend another school in North Dakota after graduation, you will receive substantial tuition and other fee reductions.

You should see your guidance counselor and National Guard representative for detailed information.

JOB INFORMATION SEARCH

Career Title _____

Method of Entry Into This Career

1. What are the educational requirements for this career?

   _____ College _____ High School

   _____ Vo-Tech _____ None

2. Is it possible to enter this career field immediately after high school as an apprentice?

   _____ Yes _____ No

3. Does this career field offer any part-time positions for high school students?

   _____ Yes _____ No

Special Requirements

4. Are there any special requirements for this career?

   _____

   _____

Employment Outlook

5. What is the future outlook for this career throughout the U.S.?

   _____ Good _____ Fair _____ Poor

6. What is the future outlook for this career in your area?

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7. What is the average beginning salary for this career? _____

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10. Does this type of work require great accuracy? _____ Yes _____ No

11. Is this type of work generally routine? _____ Yes _____ No

12. Does this type of work involve working with others? _____ Yes _____ No

JOB SEARCH TIPS FOR YOUR JOB INTERVIEW

To find a job, you need to carry out a well-planned job search. Your knowledge, skills, and experience are talents that you must market wisely. Finding a job is no accident. There are certain things you must do to get ready. If you have planned your career education carefully, you know the type of work you're after and the education, experience, skills, and talents you have to relate to that job.

Things to do:

1. Develop a work history, or resume, including your education and job-related personal information. Know your strengths and weaknesses.

2. Learn all you can about the employer's products or services. Know why you want to work for the organization and what you might contribute.

   a. Learn the usual salary for the job you're after, but let the employer make an offer before discussing pay.

   b. Be prepared to furnish references.

3. Prepare for questions the employer is likely to ask, such as:

   a. "Would you tell me a little about yourself?"

   b. "Why do you want to work for us?"

   c. "Why did you leave your last job?"

4. Go to the interview alone, be on time, dress neatly, be well-groomed, be natural, don't fidget, chew gum, or smoke. Sit straight; look directly at the employer. Be patient. Try not to show disappointment or anger if you are not hired, or if the employer does not make an immediate decision. Say "thank you" as you leave.

5. Expect to be a little nervous. But remember, if you weren't being considered for the job, the employer probably would not have asked for the interview.

6. Although you are there to sell strong points, remember that honesty and sincerity--as well as enthusiasm--are the keys to a successful interview.

7. After the interview, review your answers and behavior. Note any changes you may want to make in future interviews. Write a thank-you-for-the-interview letter. Follow-up to learn of the employer's decision.

You will need a number of different articles for each interview that you have. Display your organizational skills by bringing these along with you to each interview. Carry the following in a briefcase, large envelope, or special folder:

1. Social Security card.

2. Identification: driver's license, birth certificate, or passport.

3. Work permit if you are under the age of 16. Obtain application at your school office.

4. High school report card or other ratings, diploma or proof of graduation.

5. Personal data--resume. You will need to refer to this personal information when filling out the job application forms. Some positions may require a separate, written resume from you. Find out if it is needed and prepare it neatly. There are many helpful books and sources on resume preparation. Your school counselors and teachers can help you.

6. Ballpoint pen--to fill out the job application.

REMEMBER--the written application is often the first impression the employer has of you. Be sure there are no misspelled words, your writing is neat and readable, and your sentences are complete.

LETTER OF APPLICATION

In many fields of work, writing a letter of application is the customary way to ask for a personal interview. This is particularly true in the following cases:

1. When the employer you wish to contact lives in another city or town.

2. As a cover letter when you are mailing resumes.

3. When you are answering a want ad.

The following guidelines may help you write a letter of application:

1. Type neatly, using care in sentence structure, spelling, and punctuation.

2. Use a good grade of lettersized white bond paper.

3. Address your letter to a specific person, if possible (use city directories or other sources).

4. State exactly the kind of position you are seeking and why you are applying to the particular firm.

5. Be clear, brief, and businesslike.

6. Enclose a resume.

Letters of application will vary in content depending on the circumstances in which they are used. The sample on the following page illustrates one way of writing such a letter.

SAMPLE LETTER OF APPLICATION

(Date)

Mr. Wilbert R. Wilson
President, Metallic Manufacturing Company
3893 Factory Boulevard
Cleveland, Ohio 44101

Dear Mr. Wilson:

Recently I learned through Dr. Robert R. Roberts of Atlantic and Pacific University, of the expansion of your company's sales operations and your plans to create a new position of sales director. If this position is open, I would appreciate your considering me for it.

Starting with over-the-counter sales and order service, I have had progressively more responsibility and diverse experience in merchandising products similar to yours. In recent years, I have carried out a variety of sales promotion and top management assignments.

For your review I am enclosing a resume of my qualifications. I would appreciate a personal interview with you in order to discuss my application further.

Very truly yours,

John W. Doe

Enclosures

BE CONSISTENT--ALL OF YOUR PERSONAL AND BUSINESS LETTERS SHOULD USE THE SAME FORMAT.
ONE OF THE MANY FORMATS IS LISTED ABOVE

SUGGESTED OUTLINE FOR YOUR RESUME

1. Personal data
   Begin with your name, address, and telephone number. Other personal data, such as your date of birth (optional) and your marital status and dependents, may follow or appear at the end of your resume.

2. Employment objective
   Indicate the kind of job you are seeking. If you are qualified for several jobs and are preparing one all-purpose resume, list them in order of your preference.

3. Work history
   You can organize this information two ways. Choose the one that presents your work experience better.

   a. By job--list each job separately (even if the jobs were within the same firm), starting with the most recent one and working backward. For each job, list:
      - Dates of employment
      - Name and address of employer and nature of the business
      - Position you held

      Describe your job showing:
      - Specific job duties--the tasks you performed, including any special assignments and use of special instruments or equipment.
      - Scope of responsibility--your place in the organization, how many people you supervised, and in turn, the degree of supervision you received.
      - Accomplishments--if possible, give concrete facts and figures.

   b. By function--list the functions (fields of specialization or types of work, such as engineeering, sales promotion or personnel management) you performed that are related to your present job objectives.

      Describe briefly the work you have done in each of these fields, without breaking it down by jobs.

4. Education (If this is your main selling point, put it before your history.)

4. Education (continued)
List your formal education giving:
   - High school (can be omitted if you have a higher degree), college, graduate school, and other courses or training
   - Dates of graduation or leaving school
   - Degree or certificates received
   - Major and minor subjects and other courses related to your job goal
   - Scholarships and honors
   - Extracurricular activities --if you are a recent graduate and your activities pertain to your job goal

5. Military experience
List your military service if it is recent or pertinent to your job goal, indicating:
   - Branch and length of service
   - Major duties, including details of assignments related to the job you are seek
   - (Indicate any pertinent military training here or under your education)

6. Miscellaneous
If appropriate to your field of work, give such information as:
   - Knowledge of foreign language
   - Volunteer or leisure-time activities
   - Special skills, such as typing, shorthand, or ability to operate special equipment
   - Membership in professional organizations
   - Articles published, inventions, or patents

7. References
Give the names, positions, and addresses of three persons who have direct knowledge of your work competence. If you are a recent graduate, list teachers familiar with your school work. When possible, obtain the permission of the persons you use as references.

SAMPLE WEEKLY STUDY SCHEDULE WORKSHEET

MY TIME CHART FOR THE WEEK OF _____				
	Morning Before School	School Day (9 AM-4 PM)	After School to Dinner	Evening
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Sunday				

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SAMPLE WORKSHEET

4-YEAR TENTATIVE PLAN FOR HIGH SCHOOL

NAME: _____ CLASS YEAR _____

CAREER CHOICES: 1st _____ 2nd _____ 3rd _____

	1st SEMESTER	2nd SEMESTER
GRADE 9		
GRADE 10		
GRADE 11		
GRADE 12		

SAMPLE WORKSHEET

4-YEAR TENTATIVE PLAN FOR HIGH SCHOOL

NAME: _____ CLASS YEAR _____

CAREER CHOICES: 1st _____ 2nd _____ 3rd _____

	1st SEMESTER	2nd SEMESTER
GRADE 9		
GRADE 10		
GRADE 11		
GRADE 12		

SAMPLE WORKSHEET

4-YEAR TENTATIVE PLAN FOR HIGH SCHOOL

NAME: _____ CLASS YEAR _____

CAREER CHOICES: 1st _____ 2nd _____ 3rd _____

	1st SEMESTER	2nd SEMESTER
GRADE 9		
GRADE 10		
GRADE 11		
GRADE 12		

SAMPLE WORKSHEET

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NAME: _____ CLASS YEAR _____

CAREER CHOICES: 1st _____ 2nd _____ 3rd _____

	1st SEMESTER	2nd SEMESTER
GRADE 9		
GRADE 10		
GRADE 11		
GRADE 12		

WHAT TO LOOK FOR IN A SCHOOL CATALOG

School Name: _____ Contact Person: _____

Location: _____ Telephone Number: _____

What are the requirements for entrance?

Number of high school credits _____

Subjects required _____

Electives recommended _____

Test for entrance _____ When _____

When to apply for admissions _____ Deadline _____

Where will I live?

Home _____ Dorm _____ Apartment _____

Cost for a year:

Tuition and fees _____

Books _____

Board/Room _____

Transportation _____

Personal Expenses _____

Leisure Time/Recreation _____

What kind of courses does this school offer:

_____ general education _____ specialized education

_____ liberal arts _____ professional

The school calendar, including holidays:

_____

Student activities and services:

_____

General information and notes:

_____

_____

_____

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JOB INFORMATION SEARCH

Career Title _____

Method of Entry Into This Career

1. What are the educational requirements for this career?

   _____ College _____ High School

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2. Is it possible to enter this career field immediately after high school as an apprentice?

   _____ Yes _____ No

3. Does this career field offer any part-time positions for high school students?

   _____ Yes _____ No

Special Requirements

4. Are there any special requirements for this career?

   _____

   _____

Employment Outlook

5. What is the future outlook for this career throughout the U.S.?

   _____ Good _____ Fair _____ Poor

6. What is the future outlook for this career in your area?

   _____ Good _____ Fair _____ Poor

Earnings

7. What is the average beginning salary for this career? _____

8. What is the average top salary for this career? _____

Working Conditions

9. Is this type of work closely supervised? _____ Yes _____ No

10. Does this type of work require great accuracy? _____ Yes _____ No

11. Is this type of work generally routine? _____ Yes _____ No

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